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ABSTRACT

An examination is provided of past and possible affirmative action efforts to improve the representation of ethnic minorities and women in faculty and administrative positions in the California community colleges. A brief introduction states that despite legislative changes and efforts made by the colleges and the Board of Governors, minorities and women are no better represented in these positions in 1987 than in 1970. Following this, the first of three main sections places the issue of affirmative action within the context of population changes in California, high attrition rates among Mexican-Americans and Blacks, and legislative mandates concerning recruitment and affirmative action. This section also traces the extent to which the Chancellor's Office and the Board of Governors have provided leadership in this area, and reviews the development of affirmative action regulations. After summarizing the current representation of women and minorities in the faculty, by discipline, and in administrative positions, the second section attempts to determine which policies and practices are likely to result in increased representation of these groups. Recommendations of a special affirmative action ad hoc committee are also considered. The final section summarizes opportunities for expanding the representation of women and minorities and identifies the current constraints and/or attitudes that hinder colleges from exploiting these opportunities. This section also suggests ways in which the Chancellor's Office and the colleges can reduce impediments to affirmative action and achieve more positive results. Attached appendixes contain transcripts of relevant legislation, data summaries showing California community college hiring rates, and recommendations by the Ad Hoc Affirmative Action Committee. (UCM)

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Ethnic Minorities and Women in Faculty and Administrative Positions in Community Colleges

Annual Report on Affirmative Action
February 1988



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February 1988**

**California
Community
Colleges**

Report 88-1

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Table of Contents

	Page
Introduction	i
Background	i
Analysis	ii
The Issue and Its Importance	1
Concerns About the Representation of Ethnic Minorities and Women	1
Statewide Leadership in Affirmative Action	2
Current Status	6
Representation of Ethnic Minorities in Faculty Positions	6
Underrepresentation of Ethnic Minorities Women	6
1986 Update of the Representation of Ethnic Minorities and Women in Full-Time Faculty Positions	11
1986 Update of the Representation of Ethnic Minorities and Women in Full-Time Administrative Positions	15
Future Demand for Faculty in the California Community Colleges	17
Policies and Practices for Increased Representation	19
Summary and Conclusions	26

APPENDICES

Appendix A - Affirmative Action Statute, Education Code, Sections 87100-87106	A-1
Appendix B - Affirmative Action Regulations, Administrative Code, Sections 53000-53052	B-1
Appendix C - Investigation and Enforcement of Minimum Standards, Administrative Code, Sections 51100-51102	C-1
Appendix D - Prohibition of Unlawful Discrimination in Programs Receiving State Assistance, Government Code, Sections 11135-11139.5	D-1
Appendix E - Hiring Rate for Administrative and Faculty (Full-Time) Positions for the Year 1983 to 1985	E-1
Appendix F - Full-Time Faculty, Fall 1983 to Fall 1985	F-1
Appendix G - Hiring Rates for Female and Ethnic Minorities Full-Time Administrative Staff for Fall 1985	G-1
Appendix H - Fall 1986 Staff Data Hiring Rates by Ethnicity for Full-Time Faculty	H-1
Appendix I - Fall 1986 Staff Data Hiring Rates by Gender for Full-Time Faculty	I-1
Appendix J - Recommendations Toward Strengthening Affirmative Action Programs and Practices in the California Community colleges, Prepared by the Ad Hoc Affirmative Action Committee	J-1

Introduction

Background

Despite the efforts of the California Community Colleges over the past fifteen years, legislative changes in statutes, and changes made by the Board of Governors in regulations governing affirmative action, we have no better representation of ethnic minorities and women in faculty and administrative positions than we did in 1970.

As the agency responsible to the Legislature and the Governor for overall policy and operation of the community colleges, the Board of Governors, together with the Chancellor's Office has been held partly responsible for the lack of affirmative action progress throughout the system. Five years have elapsed since the Board adopted Title 5 regulations governing affirmative action compliance by local districts. It is now time for the Chancellor's Office to closely scrutinize the statutes, regulations, procedures, priorities, and practices currently devoted to affirmative action, both in the field and by the Chancellor's Office itself.

This report *Ethnic Minorities and Women in Faculty and Administrative Positions in Community Colleges*, examines earlier affirmative action efforts, and considers new ways of assisting the colleges in their efforts to increase the representation of women and minorities within the community college workforce.

The report is divided into three sections: The first section identifies concerns about the representation of women and minorities in faculty and administrative positions in community colleges, traces the extent to which the Chancellor's Office and the Board of Governors have provided leadership in this area, and reviews the development of affirmative action regulations.

The second section summarizes the current representation of women and minorities in faculty and in administrative positions, based on findings from available data, and attempts to determine which policies and practices are likely to result in increased representation of these groups. The recommendations of a special affirmative action ad hoc committee also are considered here.

The third section of the report summarizes opportunities for expanding the representation of women and minorities and identifies the current constraints and/or attitudes that hinder colleges from exploiting those opportunities. This section also suggests ways in which the Chancellor's Office and the colleges can reduce constraints to affirmative action and achieve more positive results.

Analysis

Concerns about the representation of ethnic minorities and women in faculty and administrative positions are discussed in this report. These concerns arise from the hiring practices of community colleges from 1983 through 1986, particularly in the context of California's changing demographics.

These hiring practices reveal that, although modest gains have been made:

- no community college in California has achieved a balance between the number of minorities on its faculty and the district's general adult population;
- most community colleges have made only slight progress in hiring women and minorities in the eleven years that Title 5 regulations have required affirmative action;
- the average representation of ethnic minorities in full-time faculty positions was 15 percent;
- the average representation of women in full-time faculty positions was 35 percent;
- the average representation of ethnic minorities in full-time administrative positions was 22 percent;
- the average representation of women in full-time administrative positions was 28 percent;
- systemwide, opportunities for replacing faculty members and administrators with ethnic minorities and women fell short of expectations; and
- generally, colleges with the fewest employees experience the most difficulties in achieving success in hiring minorities and women.

Following the presentation of current hiring practices, the report:

- offers possible reasons why affirmative action efforts are falling short in most colleges and recommends that both state and local personnel practices be reviewed;
- discusses the rapidly increasing ethnic and cultural diversity of California's population in terms of a *window of opportunity* to replace approximately one-half of our faculty during the next decade;

- identifies policies and practices that might lead to expanded representation of minorities and women in faculty and administrative positions; and
- highlights the recommendations of an ad hoc committee, and includes staff responses that convey the sense that most of the recommendations are workable but hinge upon additional resources and, more importantly, a renewed and shared commitment among trustees, administrators, faculty, and communities.

The Issue and Its Importance

Concerns About the Representation of Ethnic Minorities and Women

Within two decades, the majority of California's population will be non-White. Immigrants from Latin America and Asia will swell the ranks of existing minority communities of Blacks and Hispanics to form a unique cultural and ethnic pluralism. Community colleges may be the institutional link for many members of these groups who wish to acquire the skills -- language, vocational, and academic -- for meaningful participation in our society. However, although equal educational opportunity efforts of the past have increased the number of minority students enrolling in postsecondary education, the number who graduate from college, including community college, or complete their education program, has not substantially increased. For example, Hispanics continue to be more underrepresented at all levels and in all segments of postsecondary education than any other group. Meanwhile, Blacks have attained equal representation in the community colleges, but they continue to be underrepresented among students who graduate from those colleges or transfer to four-year institutions.

The high attrition of Mexican-Americans and Black youth at all points along the high school-college continuum is cause for concern, given the population trends and changing demographics in the state. The underrepresentation of these minorities in colleges and universities increases at each succeeding level, and it is unreasonable to expect to achieve proportional representation in postsecondary education without more and varied efforts.

Affirmative action employment programs were developed to overcome the lingering effects of racial and other types of discrimination in America, such as very low representation of racial or ethnic minorities in well-paying jobs. Although equal employment opportunity programs had existed for years prior to the passage of the Civil Rights Act of 1964, those programs had not brought about significant changes in the level of representation of ethnic and racial minorities in the nation's public or private work forces. Affirmative action was conceived as a way to be more effective in solving these problems.

The California Community Colleges are subject to the state mandate requiring employment affirmative action programs in Education Code Sections 87100 through 87106. Such programs were deemed to be necessary by the Legislature when it declared that:

(a) Generally speaking, California community colleges employ a disproportionately low number of racial and ethnic minority classified and certificated employees and a disproportionately low number of women and members of racial and ethnic minorities in administrative positions.

(b) It is educationally sound for the minority student attending a racially-impacted school to have available the positive image provided by minority classified and certificated employees. It is likewise educationally sound for the child from the majority group to have positive experiences with minority people which can be provided, in part, by having minority classified and certificated employees at schools where the enrollment is largely made up of majority group students. It is also educationally important for students to observe that women as well as men can assume responsible and diverse roles in society.

It is the intent of the Legislature to require educational agencies to adopt and implement plans for increasing the numbers of women and minority persons at all levels of responsibility.

In March 1986, the Commission for the Review of the Master Plan for Higher Education issued its report in final draft form on its reassessment of the California community colleges. In Chapter Four, "Faculty and Administrators," the Commission made thirteen recommendations, including a very significant one concerning recruitment and affirmative action. The Commission recommended:

- That the Board of Governors prepare a plan for strengthening community college faculty and staff affirmative action policies and programs and monitor and publish the results by college.
- The plan should include clear lines of district accountability for its success and ensure participation in and commitment to effective affirmative action by district trustees, administrators, and faculty alike.
- This plan to be adopted by the Board of Governors shall address the need to strengthen community college faculty and staff affirmative action policies and programs as well as provide for mechanisms to monitor the results by college. The results shall be made public in accordance with existing statutes and regulations.

Statewide Leadership in Affirmative Action

1. Role of the Board of Governors

In 1977, the Board of Governors adopted regulations requiring all seventy community college districts to adopt and implement programs to increase the number of women, ethnic minority persons, and the handicapped at all levels of responsibility. This directive was accompanied by guidelines that consolidated and clarified existing federal and state regulations. The guidelines included the essential elements of an affirmative action plan and techniques for its implementation. Emphasis was placed on the need for local governing boards and chief administrative officers to establish clear policies of equal employment opportunity, supported by effective affirmative action programs.

In September 1978, the Education Code was amended to add state mandates for district employment affirmative action programs. (See Appendix A.)

Two years later, in spite of the Education Code and Title 5 requirements, fewer than half of the districts had adopted and implemented such programs. This was revealed in the *First Report to the Legislature on the Affirmative Action Program in the California Community Colleges*, issued in January 1981.

In early 1981, the Board of Governors directed staff to prepare new Administrative Code, Title 5 regulations mandating specific district requirements that could be enforced more effectively. Concurrently, work was begun on the development of other regulations that would provide a mechanism for enforcement of all regulations designated as minimum standards. In December 1981, the Board adopted regulations on affirmative action that had been developed following an extended period of public discussion (Appendix B). Section 53005 of the regulations specified the following minimum standards for receipt of state aid:

- adoption of an affirmative action policy,
- preparation of a plan,
- submission of progress reports, and
- affirmative action recruitment.

As of November 1983, the Chancellor's Office has had the legal authority to impose sanctions on districts not in compliance with minimum standards. The enforcement procedure requires the Chancellor to first give the noncomplying district the opportunity to comply or respond, or to set a timetable for compliance. If a district is in violation of a minimum standard and does not submit a satisfactory plan of correction, the Chancellor may ask the Board of Governors for authority to withhold a portion of the district's state support. (Appendix C.)

However, although the mechanism for enforcement is now in place, staff continues to emphasize that the Chancellor's Office would prefer voluntary compliance.

2. Role of the Chancellor's Office

The role of the Chancellor's Office is to carry out the intent of the Legislature to "establish and maintain a policy of equal opportunity in employment for all persons and to prohibit discrimination based on race, sex, color, religion, age, handicap, ancestry, or national origin" in the public community college system. Also, it is to promote equal employment opportunity through a continuing affirmative action employment program and "to require educational agencies to adopt and implement plans for increasing the numbers of women and ethnic minority persons at all levels of responsibility."

As the coordinating agency for seventy community college districts, the Chancellor's Office is to provide leadership, policy interpretation, technical assistance, and measurements of compliance with state and federal mandates. Within the Chancellor's Office, the Planning and Special Projects Division provides technical assistance to districts through regional meetings, state conferences, correspondence and individual meetings upon request.

Over the years, the Chancellor's Office has provided some state leadership to community colleges in several areas:

- (a) development and interpretation of affirmative action regulations;
- (b) adoption of an enforcement mechanism for district compliance with minimum standards;
- (c) development of regulations on the investigation of discrimination complaints against districts;
- (d) publication of a model affirmative action plan; and,
- (e) development of availability data and formulas for goal-setting by districts.

Having said this, staff must acknowledge that its leadership to date has been inconsistent and sporadic.

More recently, however, the Chancellor's Office has sought to regularize the development and approval of district affirmative action goals and time tables, and has completed plans for on-site audits of 21 community colleges during the spring of 1988. The Chancellor has also established an affirmative action advisory committee, which is charged with a variety of policy-recommending functions. The Chancellor's Office also provides assistance to community college districts by means of an affirmative action job-listing newsletter that advertises current openings in the various districts.

Two other aspects of the Chancellor's responsibility -- Discrimination Complaints, and Availability Formulas and Benchmarks -- deserve special mention:

Discrimination Complaints

The Chancellor's Office administers the provisions of Assembly Bill 803 enacting Government Code Sections 11135-11139.5 for the California Community Colleges. Assembly Bill 803 prohibits unlawful discrimination in programs receiving state assistance (see Appendix D). The statute begins:

Section 11135. No person in the State of California shall, on the basis of ethnic group identification, religion, age, sex, color or physical or mental disability, be unlawfully subjected to discrimination under any program or activity that is funded directly by the state or receives any financial assistance from the state.

The statute charges state agencies, such as the Chancellor's Office, that administer state-funded programs with enforcement of its provisions and requires them to adopt regulations to that end. The Board of Governors adopted regulations implementing this statute at its December 1980 meeting.

These regulations establish a two-level process. Complaints of unlawful discrimination are received first by the community college district and then by the Chancellor. If it is determined that the district did discriminate, the Chancellor is to take appropriate remedial action. State funds may be withheld only when compliance cannot be secured by voluntary means. The district may seek judicial review of the Chancellor's decision.

New Availability Formulas and Benchmarks

From the beginning, the most difficult compliance regulation to meet has been in the area of employment goals and timetables. Due to the absence of appropriate statistics, goals and timetables were previously set by comparing the actual district workforce to the 1970 statewide civilian labor force, determining the degree of underrepresentation of women and ethnic minorities among district employees, and then setting employment goals over a three-year period. (The civilian labor force is defined as those 16 years of age or over and eligible to work.)

To clarify the availability data issue, the Chancellor's Office convened the State Task Force on Availability Data in 1982. This group developed a new formula for determining the availability of qualified women and ethnic minorities. For professional categories (administrative, faculty, and professional nonfaculty), the formula requires a special analysis and a statewide recruitment base.

For nonprofessional categories (secretarial/clerical, technical/paraprofessional, skilled crafts, and service/maintenance), the Task Force recommends a three-factor analysis and a local recruitment base. (County or SMSA* figures are to be used.) By comparing the actual workforce of any community college district with the established availability benchmarks, underrepresentation can be computed for any of the EEO-6 job categories.**

Current Status and Future Demand

Representation of Ethnic Minorities in Faculty Positions

Utilizing data from the recently published report, *Affirmative Action in California Community Colleges*, and other staff-generated data through 1986, staff has developed a snapshot of college district employment practices, organized as an Affirmative Action Compliance Ratio (AACR). Ratio was developed as a means of comparing the results of the affirmative action programs of different community college districts even though they may differ dramatically in their demographic characteristics. The Ratio is the percentage of employees in a job classification (e.g., faculty) of a particular sex, race, or ethnic group divided by the percentage they represent of the general population in the district's service area. A quotient of 1.00 denotes a perfect match between a group's representation in the district's workforce and its representation in the general adult population. A quotient of less than 1.00 denotes the degree of underrepresentation for a given group; a quotient of more than 1.00 indicates the degree of overrepresentation.

The Chancellor's Office has computed racial/ethnic Affirmative Action Compliance Ratios for contract and regular faculty, by each community college district, for Fall 1986. Population data for computing the Ratios came from the 1980 United States Census of Population. A special aggregation was made from the U.S. Census data tape for California. This allowed the Chancellor's Office to obtain census data by college district. The results follow.

The AACRs in Table 1 can be read as percentages. Thus, looking at the ratios, the mean statewide AACR of 0.507 denotes that the average community college district in California has 50.7 percent of the racial/ethnic minorities in its contract and regular faculty that it would have if the percentage of racial/ethnic minorities in its faculty was the same as the percentage of racial/ethnic minorities in the adult population of the district's service area. This also means that if a district's AACR is less than 50.7, it is below the norm (mean) and not achieving affirmative action results at a rate equivalent to most of the districts in the state. There is consensus among demographic experts that the proportion of racial/ethnic minorities in

*Standard Metropolitan Statistical Area

**Final Report of the Task Force on Availability Data, Chancellor's Office, October 1983.

Table 1
Affirmative Action Compliance Ratios
(In ascending order of degree of compliance)
For Contract and Regular Teaching Faculty by Community College District
Fall 1986

College District	Affirmative Action Compliance Ratio	Minority Faculty as % of Total Faculty Fall 1986	Minorities as % of District 1980 Adult Population
Lake Tahoe	0.000	0.0	10.6
Palo Verde	0.000	0.0	40.4
West Hills	0.089	4.5	50.6
Sequoias	0.095	3.2	33.8
Lassen	0.097	2.0	20.7
Hartnell	0.196	10.1	51.4
Imperial	0.209	14.1	67.6
Yosemite	0.240	3.6	15.0
Antelope Valley	0.263	3.6	13.7
Kern	0.293	9.4	32.1
Mendocino	0.312	2.9	9.3
Merced	0.322	9.7	30.1
Long Beach	0.339	9.8	25.2
Glendale	0.340	6.4	18.8
Redwoods	0.344	3.2	9.3
Rio Hondo	0.350	15.7	44.9
Cerritos	0.357	10.4	29.1
MiraCosta	0.382	8.7	22.8
Coachella Valley	0.384	10.1	26.3
Siskiyou	0.389	4.4	11.3
Allan Hancock	0.391	10.8	27.6
Monterey Peninsula	0.391	10.1	25.8
Fremont-Newark	0.420	9.7	23.1
San Jose	0.434	16.9	38.9
Foothill-DeAnza	0.437	8.7	19.9
Mt. San Antonio	0.445	16.2	36.4
Cabrillo	0.449	8.3	18.5
Napa	0.455	5.0	11.1
El Camino	0.459	14.4	31.4
Gavilan	0.460	17.9	38.9
San Luis Obispo	0.463	6.2	13.4
San Francisco	0.472	20.2	42.8
Rancho Santiago	0.479	16.2	33.8
San Diego	0.484	12.1	24.8
West Valley	(median) 0.490	7.7	15.7
North Orange	0.497	9.6	19.3
Los Angeles	0.500	24.2	48.4
Coast	(mean) 0.507	6.8	13.4
Santa Clarita	0.533	7.3	13.7
Southwestern	0.537	20.9	38.9
San Mateo	0.539	13.0	24.1
State Center	0.544	19.7	36.2
Marin	0.558	5.3	9.5
Victor Valley	0.562	8.2	14.6

Table 1 (continued)
Affirmative Action Compliance Ratios
(In ascending order of degree of compliance)
For Contract and Regular Teaching Faculty by Community College District
Fall 1986

College District	Affirmative Action Compliance Ratio	Minority Faculty as % of Total Faculty Fall 1986	Minorities as % of District 1980 Adult Population
Shasta-Tehema-Trinity	0.586	4.1	7.0
Solano County	0.599	16.9	28.2
Chaffey	0.609	14.2	23.3
Riverside	0.609	14.0	23.0
San Joaquin Delta	0.615	18.2	29.6
South County	0.629	15.4	24.5
Saddleback	0.657	7.1	10.8
Santa Barbara	0.657	13.2	20.1
Compton	0.664	55.7	83.9
Palomar	0.680	10.1	14.7
Los Rios	0.685	13.9	20.3
Sonoma County	0.688	6.6	9.6
Pasadena Area	0.714	18.7	26.2
Barstow	0.715	22.6	31.6
Mt. San Jacinto	0.715	10.3	14.4
Peralta	0.750	34.8	46.4
Sierra	0.768	6.3	8.2
Ventura County	0.774	19.5	25.2
West Kern	0.777	8.7	11.2
Butte	0.802	7.7	9.6
Contra Costa	0.820	20.1	24.5
Yuba	0.838	17.1	20.4
Grossmont	0.868	9.2	10.6
Santa Monica	0.933	15.4	16.5
Citrus	0.951	23.1	24.3
STATEWIDE	0.507	14.9	29.4

California's population has increased significantly since the U.S. Census was taken in 1980. This means that the AACRs computed on the basis of 1980 Census data, present the community college districts in a somewhat more favorable light than would be the case if the AACRs were based on actual 1986 population data.

Please note that the median AACR is 0.490. There are 34 community college districts with a lower AACR and 34 community college districts with a higher AACR.

No district in California has achieved a balance of the percentage of minorities on its faculty in exact proportion with their numbers in the district's general adult population. The best affirmative action compliance is in the Citrus (95.1 percent) and Santa Monica (93.3 percent) Community College Districts. At the other end of the spectrum are the Lake Tahoe and Palo Verde Community College Districts, of

which both have 0.0 percent compliance. They are among five districts in California that have not been able to achieve 10 percent compliance in the eleven years that Title 5 regulations have required affirmative action. Other districts are West Hills (8.9 percent), Sequoias (9.5 percent), and Lassen (9.7 percent).

Underrepresentation of Ethnic Minorities and Women

Although staff has been unable to develop similar compliance ratios for women in faculty positions or for minorities and women in administrative positions, it can be safely assumed that there exists in those categories, as well, a similar underrepresentation, as compared to the district populations. Other evidences of the underrepresentation of ethnic minorities and women in faculty and staff positions can be found in the hiring rates for the years from Fall 1983 to Fall 1985, and for 1986, are set forth below.

1. Hiring Rates for Full-Time Administrative and Faculty Positions for the Years from Fall 1983 to Fall 1985

The hiring rate at individual community colleges for full-time administrative and teaching faculty positions for the period from Fall 1983 to Fall 1985 is depicted in Table 1 of Appendix E. During this two-year period, 36* of the 109 colleges or adult centers hired only Caucasians. Whether any ethnic minorities were recruited or applied for any of the 249 positions filled at those colleges cannot be determined.

It should be noted that the same group of 36 colleges hired 123 Caucasian women, or 49 percent of their new hires.

Table 1 in Appendix E shows that 5 of the 106 colleges or three adult centers, viz., Allan Hancock, Cuyamaca, Irvine Valley, East Los Angeles, and Rancho Santiago Continuing Education, did not hire any women for full-time administrative or teaching faculty positions during the two-year period from Fall 1983 to Fall 1985. These 5 colleges filled a total of 11 positions, and except for Allan Hancock College which filled 6 positions, the other 4 colleges filled 1 or 2 vacancies each during this period.

2. Ethnic Minorities in Faculty Positions

An examination of fall 1985 data from the Affirmative Action report, released in February 1987, indicates that the level of representation of ethnic minorities on full-time teaching faculties at *individual* community colleges ranged from

* Antelope Valley, Butte, College of the Canyons, Citrus, Columbia, Crafton Hills, Cuyamaca, College of the Desert, Feather River, Foothill, Golden West, Grossmont, Irvine Valley, Lake Tahoe, Lassen, East Los Angeles, Los Angeles Mission, Marin, Mendocino, MiraCosta, Mission, Modesto Junior, Moorpark, Napa, North Orange, Palo Verde, Rancho Santiago Continuing Education, Redwoods, San Diego Miramar, Shasta, Sierra, Solano, Taft, West Hills, West Valley, Yuba.

0.0 percent at Columbia College to 60 percent at Los Angeles Southwest College. Systemwide, the average level of representation of ethnic minorities in full-time faculty positions was 15 percent during Fall 1985. (See Appendix F, Table 2.)

The eleven community colleges with the lowest levels of representation of ethnic minorities on their full-time faculties during fall 1985 were: Columbia College (0%), Lake Tahoe (0%), West Valley (2%), Lassen (3%), Mendocino (3%), Sequoias (3%), Antelope Valley (4%), Modesto (4%), Napa (4%), Shasta (4%), and Marin (5%). While most of these colleges are in isolated, rural areas, West Valley, Napa, and Marin are close to metropolitan centers with high percentages of ethnic minorities.

The ten community colleges with the highest levels of representation of ethnic minorities on their full-time faculties during fall 1985 were: Los Angeles Southwest (60%), Compton (51%), Laney (41%), Merritt (39%), Los Angeles Trade-Tech (37%), East Los Angeles (36%), San Francisco Centers (36%), Alameda (32%), Los Angeles Mission (32%), and Contra Costa (31%).

3. Women in Faculty Positions

The level of representation of women on full-time faculties at individual community colleges ranged from a low of 13 percent at both Columbia College and Taft College to 66 percent at San Francisco Community College Center in Fall 1985. Systemwide, the average level of representation for women in full-time faculty positions was 36 percent during this same time period. (See Appendix F, Table 2.)

The ten community colleges with the lowest levels of representation of women on their full-time faculties in Fall 1985 were: Columbia (13%), Taft (13%), Cuyamaca (17%), Siskiyous (17%), San Diego Miramar (18%), Merced (20%), Allan Hancock (21%), Feather River (21%), Lassen (21%), and Mendocino (21%).

The ten community colleges, excluding adult centers, with the highest levels of representation of women on their full-time faculties in Fall 1985 were: Coastline (66%), San Francisco Centers (66%), Los Angeles Southwest (54%), Palo Verde (50%), Los Angeles Mission (49%), Los Angeles Harbor (48%), Ohlone (47%), Chaffey (45%), Evergreen (45%), and Skyline (45%).

4. Ethnic Minorities in Administrative Positions

Using the same February 1987 Affirmative Action report, which included community college employee data for Fall 1985, Table 3 in Appendix G shows that the level of representation of ethnic minorities on individual community college administrative staffs ranged from 0 percent at ten colleges (Cerro Coso,

Crafton Hills, Feather River, Irvine Valley, Lake Tahoe, Lassen, Palo Verde, Redwoods, Siskiyou, and West Valley) to 79 percent at Los Angeles Southwest College. Systemwide, the average level of representation was 22 percent.

The eleven community colleges with the highest levels of representation of ethnic minorities on their full-time administrative staffs in Fall 1985 were: Los Angeles Southwest (79%), Laney (75%), Alameda (73%), East Los Angeles (71%), Compton (69%), San Francisco City (68%), Los Angeles Trade-Tech (61%), Los Angeles City (50%), Porterville (50%), San Francisco Centers (50%), and Vista (50%).

5. Women in Administrative Positions

The level of representation of women on individual community college full-time administrative staffs ranged from 0 percent at three colleges (Columbia, Kings River, and Taft) to 63 percent at Chaffey College.

Systemwide, the average level of representation for women in full-time administrative positions was 28 percent during this period.

The eleven colleges with the lowest levels of representation of women on their administrative staffs in Fall 1985 were: Columbia (0%), Kings River (0%), Taft (0%), Laney (8%), Los Angeles Pierce (8%), Monterey Peninsula (8%), Skyline (8%), West Hills (8%), San Diego City (8%), Modesto Junior (13%), and Ohlone (13%).

The ten colleges with the highest levels of representation of women on their full-time administrative staffs in Fall 1985 were: Chaffey (63%), Marin (60%), Evergreen (50%), Feather River (50%), Southwestern (50%), Solano (47%), Los Medanos (46%), Los Angeles City (44%), Mira Costa (44%), and Victor Valley (44%).

1986 Update of the Representation of Ethnic Minorities and Women in Full-Time Faculty Positions

Updated information for Fall 1986 was made available December 1987 through the Staff Data File, which is collected annually from community college districts. This statistical information is summarized in Table 4 of Appendix H and Table 5 of Appendix I, and presents some changes that have occurred over the preceding twelve months in the representation of ethnic minorities and women in full-time faculty positions. Staff data indicates that 595 new, full-time faculty were hired by the 70 community college districts between Fall 1985 and Fall 1986.

1986 Update: Ethnic Minority Faculty

Of the 595 full-time faculty hired, 102 (17%) were ethnic minorities and 493 (83%) were Caucasians. Ethnic minority faculty hired included 9 American Indians, 27 Asians, 30 Blacks, 34 Hispanics, and 2 Filipinos.

Eleven colleges hired three or more ethnic minority, full-time faculty; these were: Citrus (3), Compton (4), Diablo Valley (3), Marin (3), Monterey Peninsula (3), Oxnard (4), Riverside City (6), San Francisco Centers (7), San Francisco City (3), San Joaquin Delta (3), and Santa Monica City (4).

Thirteen of the 70 districts hired three or more ethnic minority, full-time faculty. These thirteen districts were: Citrus (3), Compton (4), Contra Costa (5), Foothill-DeAnza (4), Los Angeles (5), Marin (3), Monterey (3), Riverside (6), San Diego (5), San Francisco (10), San Joaquin Delta (3), Santa Monica (4), and Ventura County (5).

Updating the information on the eleven colleges with the lowest levels of representation of ethnic minorities on their full time faculties in Fall 1985, the new information on new hires from Fall 1985 to Fall 1986 indicates the following:

- Columbia College, which had no ethnic minority representation on its faculty in Fall 1985, did not have any positions open during the ensuing year.
- Lake Tahoe Community College had no ethnic minorities on its full-time faculty in Fall 1985, but hired one Caucasian woman to fill the one vacancy that occurred during 1985-86.
- West Valley College had a 2 percent ethnic minority representation on its full-time faculty in Fall 1985, and did not hire any ethnic minorities to fill the six vacancies available during the ensuing year. Of the six Caucasians hired, four were women.
- Lassen College had a 3 percent ethnic minority representation on its full-time faculty in Fall 1985; the college hired a Caucasian woman to fill its one vacancy during the ensuing year.
- Mendocino College, which had a 3 percent ethnic minority representation on its full-time faculty in Fall 1985, did not hire an ethnic minority or woman to fill its one vacant faculty position during 1985-86.
- College of the Sequoias, which had a 3 percent ethnic minority representation on its full-time faculty in Fall 1985, hired one Hispanic man and four women in filling the six faculty vacancies.

- Antelope Valley College, which had a 4 percent ethnic minority representation on its full-time faculty in Fall 1985, hired seven Caucasians -- four women and three men -- seven vacancies..
- Modesto Junior College, which had a 4 percent ethnic minority representation on its full-time faculty in Fall 1985, hired seven Caucasians -- two women and five men -- to fill vacancies.
- Napa Valley College, which had a 4 percent ethnic minority representation on its full-time faculty in Fall 1985, hired six Caucasians --three women and three men -- during 1985--86.
- Shasta College, which had a 4 percent ethnic minority representation on its full-time faculty in Fall 1985, hired one Hispanic and nine Caucasians to fill ten vacancies during 1985-86. Three of the ten were women.
- Marin College, which had a 5 percent ethnic minority representation on its full-time faculty in Fall 1985, hired one American Indian, two Asian/Pacific Islanders, and one Caucasian to fill its four vacancies. All four of the new faculty were women.

Of the ten community colleges with the highest levels of ethnic minority representation in Fall 1985, four did not hire any full-time faculty during 1985-86. These four colleges were: Los Angeles Southwest College, Laney College, Merritt College, and Los Angeles Mission College. The remaining six colleges had the following hiring record for the year 1985-86:

- Compton College hired four minorities and one Caucasian, of whom three were women.
- Los Angeles Trade-Technical College hired one Black woman.
- East Los Angeles College hired one American Indian and one Asian, one of whom was a woman and one was a man.
- San Francisco Community College Centers hired four Asians, two Blacks, one Filipino, and seven Caucasians. Of these fourteen, eight were women.
- Alameda College hired one Hispanic and one Caucasian , both men.
- Contra Costa College hired one Asian and three Caucasians, all of whom were women.

1986 Update: Women Faculty

Between Fall 1985 and Fall 1986, the seventy districts hired 595 new teaching faculty. Of these, 291 (48.9 percent) were women.

Earlier, the report identified the ten community colleges with the lowest levels of representation of women on their faculties in Fall 1985. Updated information on the hiring activities of these colleges during 1985-86, the ensuing year, is shown below. (Columbia and San Diego Miramar Colleges are excluded, since they had no faculty vacancies during 1985-86.)

- Taft College, where women comprised 13 percent of the faculty, hired a man to fill its one vacancy during 1985-86.
- Cuyamaca College, where women comprised 17 percent of the faculty, did not hire any additional women but instead hired three Caucasian men to fill three faculty vacancies during 1985-86.
- College of the Siskiyous, where women comprised 17 percent of faculty, hired one Caucasian man to fill its one faculty vacancy in 1985-86.
- Merced College, where women comprised 20 percent of the faculty, hired two Caucasian men to fill its two faculty vacancies.
- Allan Hancock College, where women comprised 20 percent of the faculty, hired men but no women to fill its four faculty vacancies. Three of the men were Caucasian and one was Black.
- Feather River College, where women comprised 20 percent of the faculty, hired a Caucasian man to fill its one vacancy in 1985-86.
- Lassen College, where women comprised 21 percent of the faculty, hired a Caucasian woman to fill its one faculty vacancy.
- Mendocino College, where women comprised 21 percent of the faculty, hired a Caucasian man to fill its one vacancy in 1985-86.

Of the twenty-six community colleges or centers with the highest levels of representation of women on their full-time faculties in Fall 1985, nine did not hire any full-time faculty between Fall 1985 and Fall 1986. These nine were: Coastline College, San Diego Adult Center, Los Angeles Southwest College, Palo Verde College, Los Angeles Mission College, Los Angeles Harbor College, Mt. San Jacinto College, Vista College, and Los Angeles Mission College. Some of the remaining sixteen colleges had the following hiring record for the year Fall 1985 to Fall 1986:

- San Francisco Centers, which had a 66 percent level of representation of women on its full-time faculty in Fall 1985, hired eight women and six men during 1985-86, of which all seven were Caucasian.
- Ohlone College had a 47 percent level of representation of women on its full-time faculty in Fall 1985, and hired five women and two men during 1985-86, of which all seven were Caucasian.
- Chaffey College, which had a 45 percent level of representation of women on its full-time faculty in Fall 1985, hired two women and five men during 1985-86, of which one was minority and six were Caucasian.
- Evergreen College had a 45 percent level of representation of women on its full-time faculty in Fall 1985, hired three men but no women during 1985-86, all three men were Caucasian.
- Skyline College, which had a 45 percent level of representation of women on its full-time faculty in Fall 1985, hired one woman and one man, both Caucasian, during 1985-86.

1986 Update of the Representation of Ethnic Minorities and Women in Full-Time Administrative Positions

Updated information for Fall 1986, which was collected using the Staff Data File, has been analyzed for all community college districts. This information on the representation of ethnic minorities and women in full-time administrative positions is summarized in Table 3 of Appendix G. The data show that the 70 districts filled 157 full-time positions at the administrative level between Fall 1985 and Fall 1986.

1986 Update: Ethnic Minorities in Administrative Positions

Of the 157 administrators hired systemwide 40 (25%) were ethnic minorities, while 117 (75%) were Caucasians. Among the 40 ethnic minorities hired were 4 Asians, 16 Blacks, 17 Hispanics, and 3 Filipinos.

Of the ten community colleges with no ethnic minorities on their full-time administrative staffs in Fall 1985, an analysis of hiring results during 1985-86 indicates some improvement in four of the districts of which these ten colleges are a part. (Three districts, in which three of the colleges are located, did not have any full-time administrative openings during the year.)

Four of the districts that improved in their level of representation of ethnic minorities in administrative positions were:

- **Crafton Hills College (San Bernardino CCD):** two minorities and one Caucasian hired by the district;
- **Feather River College (Peralta CCD):** one minority and one Caucasian hired by the district;
- **Lassen College (Lassen CCD):** one minority and three Caucasians hired by the district;
- **West Valley College (West Valley CCD):** three minorities and two Caucasians hired by the district.

1986 Update: Women in Administrative Positions

Of the 157 new full-time administrators hired systemwide between Fall 1985 and Fall 1986, 60 (or 38 percent), were women. An analysis of the hiring results of the eleven districts with the lowest levels of representation of women on their administrative staffs in Fall 1985, indicates that some improvement took place during 1985-86 in five of the districts. Three of the districts (West Kern, Fremont-Newark, and San Diego) did not have any administrative openings that year, two had one opening each, which was filled by a man.

- **Columbia College**, which had no women administrators in Fall 1985, and its sister college, **Modesto Junior College**, are in the **Yosemite Community College District**, which hired one Caucasian woman as an administrator in 1985-86.
- **Kings River Community College**, which also had no women administrators in Fall 1985, is in the **State Center Community College District**, which hired one woman and three men in administrative positions during 1985-86.
- **At Laney College**, women comprised 8 percent of the administrative staff in Fall 1985. The **Peralta Community College District**, in which the college is located, hired one woman and three men as administrators during 1985-86.
- **Monterey Peninsula College**, where women comprised 8 percent of the administrative staff in Fall 1985, hired one man to fill an administrative vacancy during 1985-86.
- **At Skyline College**, women comprised 8 percent of the administrative staff in Fall 1985, and its district, the **San Mateo County Community College District**, hired four women and one man as administrators during 1985-86.
- **West Hills College** where women comprised 8 percent of the administrative staff in Fall 1985, hired one woman and four men to fill administrative vacancies during 1985-86.

The data for 1983-85 and the 1986 update suggest that some college districts more than others need to expend additional affirmative action efforts to hire ethnic minorities and women to fill vacancies at the teaching faculty and administrative levels. Personnel practices in the college districts should be reviewed to determine whether or not:

- (a) the recruitment resources are widely diversified and include ethnic minority persons;
- (b) the recruitment period is long enough;
- (c) the job announcement includes only job-related requirements that are widely advertised and used to screen applicants;
- (d) all positions were *open* to all applicants and, if not, was a "business necessity" reason documented;
- (e) the affirmative action officer monitors the entire selection process for each search, with appropriate documentation;
- (f) ethnic and gender statistics on *applicant flow* were collected and analyzed in a timely fashion for each vacancy;
- (g) there were any ethnic minorities among the finalists; and,
- (h) screening and interview committees each included several ethnic minorities, as well as women, instead of a single person from each of these protected groups.

Future Demand for Faculty in the California Community Colleges

Within ten to twelve years, California will have an ethnically and culturally diverse population with correspondingly diverse educational needs: retraining for workers in a continually changing economy; language education to meet the needs of the thousands of immigrants from Asia and Central America instead of from Northern Europe, as in historical periods; improving basic communication skills for citizens who have left high school, or managed to graduate in some cases, without basic reading and writing skills; and providing older citizens with the continuing education and skills with which they may enrich their lives. It is the community colleges that are in the most accessible locations and that are flexible enough to educate all of these many groups with their diverse educational needs. One obvious and important way to better serve this cultural diversity among California's citizens is through role models in the front of the classrooms.

Over the next decade, community colleges will experience a *window of opportunity* to replace approximately one half of the faculty due to: anticipated retirements, ordinary separations, and increased student demand. Stringent measures are

necessary to ensure that the colleges meet affirmative action goals during this period of unprecedented opportunity. Of the full-time faculty, about 40 percent are now age 50 or older; while 26 percent are age 55 or older. Therefore, approximately 5,000 or about one-third of the full-time faculty will retire during the next decade, assuming that faculty retire at an average age of 62. Additionally, about one-fifth of the currently employed part-time faculty can be expected to retire over the next decade. This will mean that, in addition, 5,000 part-time faculty members will need to be replaced (*Study of Part-Time Instruction*, California Community Colleges, January 1987).

According to studies of the state Department of Finance in 1986, community college enrollments are expected to grow during the coming decade by 182,000 students, or 16 percent. This growth and the nonretirement separations that occur annually, mean that more than 18,000 new faculty will be needed by 1995. If this projection holds true, more than half of the current full-time faculty will need to be replaced during the next decade.

There have been modest gains in the proportion of minority faculty teaching full time. While the number of full-time faculty decreased between 1981 and 1985, the number of minorities teaching full-time increased by more than 8 percent.

The trend for part-time faculty has been different, in that the distribution of part-time Caucasian and minority faculty has remained virtually unchanged. It appears that districts did not give the same emphasis to the affirmative action requirements in selecting part-time faculty as they did in selecting full-time faculty, albeit this was quite limited. Table 2 depicts the estimated changes in faculty over the next decade.

Table 2

	Estimated New Community College Faculty Needed During Next Decade		
	Full time	Part time	Total
Retirements	5,200	4,900	10,100
Other Separations	2,200	?	2,200
Positions Created by Enrollment Growth	2,400	3,600	6,000
Total	9,800	8,500	18,300

SOURCE: *Study of Part-Time Instruction*, January 1987, Chancellor's Office, California Community Colleges, Sacramento, California.

There is currently no information available on the teaching disciplines which will be in "high demand" in the future. (A report on this subject should be available this spring.)

Policies and Practices For Increased Representation

Following the February 1987 release by the Chancellor's Office of the report *Affirmative Action in California Community Colleges*, an Ad Hoc Affirmative Action Advisory Committee was appointed. It was charged to consider the report's implications and to present a series of recommendations to improve "underrepresentation" of protected groups; i.e., ethnic minorities and women in the community college workforce.

Each of the Ad Hoc Committee's ten recommendations are presented here, together with comments by the staff of the Chancellor's Office. (The full text of the committee's recommendations, including introductory comments, primary concepts, and rationale, are included as Appendix J.)

Organizational Responsibility and Responsiveness

1. Administrative Authority and Accountability

"The Chancellor and each community college district, utilizing a definitive staffing formula(s) -- e.g., FTE ratio, ADA, etc. -- shall create and activate an Affirmative Action Officer position(s) and an Affirmative Action Office, staffed by an experienced Affirmative Action professional(s).

Staff Comment

Each community college district should seriously consider establishing a full-time affirmative action officer position which will report to the chief executive officer for all matters pertaining to affirmative action, equal employment opportunity, gender equity, and related employment civil rights responsibilities.

This position should be one which does not include any visible conflict of interest in its design, i.e., one which does not include any responsibilities best implemented by a separate personnel manager. The affirmative action officer would provide the leadership and staff work necessary to structure, implement and monitor the district's affirmative action policies and related processes and procedures. This office would prepare and present the district's annual reaffirmation to the mission and goals of affirmative action, recruit for underrepresented protected groups, monitor the hiring opportunities and results, and determine the appropriate employment goals for each protected group, ethnic minorities or women, who are underrepresented in the district.

Section 53042 of Title 5 California Administrative Code, states in part, "the community college district shall designate an affirmative action officer to administer the affirmative action program. This officer shall report to the chief district administrator or designee who reports to the chief district administrator." Another Title 5 regulation, Section 53010, requires the Chancellor to "...cooperate with and render assistance to community colleges in carrying out the provisions of this subchapter."

2. Technical Assistance and Liaison

The Chancellor, in coordination with the 70 community college districts, shall establish, articulate, and distribute minimum standards designed to assist district compliance relative to Affirmative Action.

Staff Comment

There is little question that existing statutes are either misunderstood, overlooked, or disregarded by some colleges. In others, good faith efforts to embrace existing statutes are producing limited positive results.

Improvement in hiring rates most likely would occur if the Chancellor's Office staff and community college administrators and faculty working together established affirmative action as a high priority. During the past several months, the Chancellor's Office has begun regularizing its receipt and review of district goals vs. timetables, it is organizing to do campus visits, and has activated policy recommending advisory committees. All of these efforts should result in better articulation and understanding--but much more needs to be done that can be achieved only with additional resources.

3. Compliance/Accountability Assessment

District progress and commitment to Affirmative Action shall be assessed based upon positive results and "good faith efforts" achieved in relation to the established, minimum standards for Affirmative Action and the district's approved Affirmative Action Program.

Staff Comment

The systemwide office needs to review the effectiveness of district efforts in hiring and promoting protected group members; to measure the progress of districts in meeting the locally adopted affirmative

action goals and timetables for the employment of ethnic minorities and women over the preceding three years; and to review the effectiveness of each district's discrimination complaint procedures. Because of the size of the community college system in California, it would be advisable to review 20 percent of the colleges each year so that the entire system consisting of 106 colleges is reviewed every five years. The effectiveness of a college's efforts and results can best be measured by visiting each college and reviewing college personnel records, interviewing college staff and students; analyzing hiring and promotional opportunities and outcomes; and by proposing specific recommendations tailored to the needs and deficiencies of the individual colleges.

College visitations could be conducted through the use of compliance review teams consisting of two or three persons whose professional expertise would be in the area of employment affirmative action programs in community colleges and other postsecondary institutions. One college compliance review was conducted during fiscal year 1986-87 at the College of the Desert which served as a test run for the feasibility of reviewing twenty percent of the colleges each year.

The Chancellor's staff is now visiting some twenty additional colleges during the Spring of 1988. A contract has been established with the Los Rios District for this purpose, and a special contractor has been identified.

Staff believes these efforts will result in greater commitment to affirmative action and better understanding of existing regulations and minimum standards.

4. Resources Allocation

Affirmative Action programs, as required by state mandates and as an integral part of personnel management, shall be funded on a state-mandated, district match basis as a defined percentage of budgeted personnel costs.

Staff Comment

Typically, such requests for state funding for affirmative action program support has not been favorably received. However, if some accommodations are not made in budget allocations, then the promises of providing a "bias-free" work environment and providing minorities and women with fair and equitable treatment in the pursuit of employment will continue to be difficult to achieve. Now

affirmative action funding is needed to improve recruitment, to fund staff in-service, to promote understanding for the program and to help develop greater commitment at all professional levels.

Although some hold the position that no amount of funding will improve affirmative action hirings and intergroup relations until and/or unless there is universal acceptance and high prioritization of the importance of achieving equity in the community college work place, nevertheless, a step in the right direction would be to provide adequate funding for the affirmative action program.

District Accountability -- Internal Programs

1. Operational Training: Affirmative Action Concepts and Practices

A program of in-service training for trustees, administrators, faculty, and staff shall be instituted by the Chancellor and each community college district. This program shall stress the establishment and implementation of federal and state (Chancellor's Office) Affirmative Action standards and related goals and timetables.

2. Staff and Program Awareness Training

Community college districts shall provide awareness training programs to increase the awareness of the Board, faculty, staff, administration, and "on-campus" community concerning the cultural, societal, and perceptual diversity of affected populations.

Staff Comment on #1 and #2

Within limited resources available to the Chancellor's Office, in-service training on existing Title 5 affirmative action minimum standards, including the concept of equal employment opportunity, should be available for local trustees, administrators, faculty and staff. Such in-service training will be supplemented by local efforts. Focus should be maintained on quality affirmative action programs and the benefits of an effective program.

Among the expected outcomes would be the increased commitment by local policymakers and a more sensitized staff at the local level where affirmative action programs must be successful in producing positive results in the representation of protected group members.

3. "Upward Mobility" and Staff Retention

The Chancellor, in coordination with district administrators, shall institute and monitor district programs which foster "upward mobility" and internship opportunities for existing staff.

Staff Comment

The Chancellor's Office currently has several programs for funding staff development and staff retention efforts.

- *In the vocational education area, over one million dollars has been directed annually from federal funds into program improvement activities such as staff development. Faculty members are eligible to attend the staff development activities if they serve (a) limited English populations; (b) disadvantaged; (c) single parents; or, (d) disabled persons. Of the one million dollars, approximately four hundred thousand dollars are earmarked for gender equity staff development activities.*
- *In the academic affairs area, staff development activities are funded through the Fund for Instructional Improvement. The Fund is a state-level source of support of curricular and pedagogical experimentation and professional development for community college faculty. Because of its modest size in comparison to the number of colleges in the system, the Board has historically emphasized the award of small grants to spread the Fund to benefit as many colleges, disciplines, and individuals as possible. For the 1987-88 fiscal year, approximately \$536,000 is available for grants and \$184,000 for loans.*
- *In the Employer-Based Training unit, one of the major projects providing for staff development is the Vocational Instructor and Career Counselor In-Service Training Program, which focuses on providing upgraded training to enable colleges to have "state-of-the-art" personnel providing instruction and career guidance. In 1984, the Legislature approved AB 3938 which provided two million dollars for in-service training to increase and update the competencies of vocational education instructors and counselors for the fiscal years 1984-85 and 1985-86. An additional million was provided for fiscal 1986-87 and the 1987-88 budget provides \$1.05 million for the fourth year of operation. During the first three years of operation, in-service training has been provided to 499 instructors and 96 counselors.*

The Chancellor's staff should consider how best to utilize these funding sources to assist ethnic minority faculty members in being upwardly mobile. Qualified ethnic minority faculty members are in such demand that institutions of higher education must compete for them with zeal. It is important that once these persons arrive on campus that doors be open to them to make it attractive for them to stay.

District Accountability -- External Support Services

1. Affirmative Action Marketing Strategies

The Chancellor and the community college districts shall prepare an annual report identifying Affirmative Action progress and the enhancement of opportunities for affected groups.

Staff Comment

This agenda item constitutes an effort to return to a yearly report identifying affirmative action progress and advancement of opportunities. The results of current reviews of district goals and timetables and the results of the site reviews scheduled for this Spring can be included in the next annual report.

Ideally, these reports should be forwarded to those local community agencies, organizations, and/or individuals who support affirmative action and equal opportunity activities to encourage their support and assistance in meeting stated district goals. Staff agrees that affirmative action advisory committee(s) be formed by the districts, including within their membership representatives from community organizations that foster affirmative action principles, and have resources which could assist the Chancellor and the districts in achieving their affirmative action goals.

Little has been done in the Chancellor's Office in the way of affirmative action marketing strategies. However, in the future staff might coordinate such efforts with the colleges assuming primary responsibility.

2. Administrative, Faculty, and Staff Recruitment Efforts

The Chancellor, in coordination with the University of California, the California State University, and the community college districts, shall participate in the development and distribution of an Affected Class Registry.

Staff Comment

The Chancellor's Office can provide leadership in the area of special recruitment efforts for underrepresented protected group members through the creation of an Affirmative Action Registry utilizing the concept of an electronic bulletin board - on a pilot basis initially. Using job applicant information from various sources, an information network could be established to notify and identify qualified applicants regarding job vacancies in the community colleges for which these applicants would probably qualify. Colleges would have the opportunity to publicize current employment opportunities in the registry by submitting job information to the Chancellor's Office on a continuous basis for weekly updating. College information would be sent to the registry office in the Chancellor's Office where it would be coded and entered into the memory banks of a personal computer by a registry coordinator. The colleges would transmit the information through the telephone line connection at very nominal cost by dialing a registry telephone number in Sacramento which could possibly be toll-free.

A year ago the Chancellor's Office submitted a budget change proposal to offset the costs of starting a registry. Although the initial effort was not successful, staff plans to solicit funding in subsequent budget years.

3. District Affirmative Action Services

Community college districts shall publish and disseminate their Affirmative Action Program and annual report, defining established principles and describing existing practices.

Staff Comment

Staff agrees with this recommendation that such a practice would facilitate "replication" of successful techniques in recruiting, employing, and retaining protected groups. This agenda item, with its specific comparisons of the minority hiring rate of various colleges is perhaps one means of describing existing practices. However, more information of a positive nature should be included in future reports at the state and local level.

Summary and Conclusions

As previously discussed, the next decade will present the community colleges with a *window of opportunity* for meeting most, if not all, of its affirmative action goals at the faculty and administrative staff levels. This opportunity is based upon the anticipated retirement of many full-time faculty members, an increase in student enrollments and other normal attrition factors. To maximize this opportunity community college districts need to monitor progress each and every time a faculty or administrative vacancy is filed. The Chancellor's Office needs to provide assistance as well as check district progress, on an annual basis to those districts that have made some progress, and on a semester or quarterly basis to those that have had hiring opportunities during the preceding two or three years and have failed to meet affirmative action goals for ethnic minorities and women. This effort will require a greater commitment of resources at the state level.

As recommended by the Ad Hoc Affirmative Action Advisory Committee, aggressive, result-oriented affirmative action policies and programs are essential to the continued vitality and viability of our community colleges. Successful affirmative action programs will occur when executive leadership -- i.e., governing boards and administrators -- demonstrate a firm belief and commitment to the Affirmative Action Program in each and every district. This belief and commitment has begun to emerge at the Chancellor's Office level. For example, five separate and special activities have occurred or are about to take place. These are: (1) the September 1986 conference, *Affirmative Action at the Crossroads: A Manifesto for Change*, sponsored by the Board of Governors together with the San Jose Community College District; (2) the February 1987 compilation and analysis of a whole new array of data that provide much greater depth and detail than ever before available, presented to the Board of Governors after a three month study by a consultant; (3) ten recommendations emerging from a special task force commissioned by the former chancellor for the purpose of considering the implications of the affirmative action report; (4) the recent formation of a broadly based affirmative action committee to be charged with helping the Chancellor's Office to formulate and implement needed changes; and (5) plans currently underway to make site visits to 21 colleges during the spring 1988 to determine first-hand the extent of compliance with existing statutes, and to assist colleges in making needed improvements. In addition to Chancellor's Office activities, local campuses have also initiated projects designed to enhance the employment of minorities and women in faculty and administrative positions.

The question then arises, "With all that has been done, why haven't the community colleges made greater progress toward affirmative action employment?"

There may be any number of possible answers. Here are just a few, alluded to in more detail in the body of this report. Some may sound like excuses for inaction; others have merit:

1. Existing statutes and regulations have shortcomings that render plans ineffective, or that have allowed districts to take the wrong approach. Perhaps effective action is not clearly directed enough, and while the plans look good, they result in little or no action.
2. Districts and colleges have not fully grasped or applied the intent and meaning of existing regulations.
3. District plans may not have been executed effectively in actual practice.
4. Cogent data and other truly meaningful information may not have been gathered or made available to reveal the lack of progress.
5. Affirmative action may not have been considered among the highest institutional priorities, and/or may not have been accepted by executive echelons as a specific responsibility.
6. Guidelines issued by the Chancellor's Office may not have been as clear and comprehensive as they could have been.
7. Regulations may not have been as effectively enforced by the Chancellor's Office as they could have been.
8. Communities, both minority and nonminority, may not have been as cooperative as they could have been in working with districts.
9. All available resources may not have been utilized in recruiting and promoting personnel.
10. Differences of opinion between some district staff and state staff as to what constitutes adequate representation of ethnic minorities and women may exist. Availability data are sometimes seen as ceilings, rather than as floors, for the employment of these protected groups.
11. The absence of experienced, full-time affirmative action officers and/or the consolidation of the responsibilities of this job with other duties may not permit proper attention to affirmative action.
12. There may be an absence at the local level of in-service training opportunities in affirmative action and for upward mobility programs.

In summary, perhaps an overall lack of will, lack of personnel, lack of fiscal and other resources, lack of understanding of the necessity for and effective practices in affirmative action, and just plain resistance to the concept and consequences of affirmative action on the part of key individuals may have existed to hamper implementation of the statutes and regulations.

A set of guiding principles evolved from the special ad hoc committee recommendations. Staff concurs with these principles and concludes this report by restating them here:

An assessment of the status of affirmative action within California's 106 community colleges indicates that the need for active, result-oriented, definitive programs, policies, and practices still exists. Although staff utilization for affected classes in technical, skilled and service employee classes suggests a measure of improvement, the data clearly indicate those employment categories designated as executive, faculty, and other professional areas are deficient. The "professional aging processes" within the ranks of community college administrators, faculty and staff currently affords these institutions an excellent opportunity to respond positively to these deficits. If the challenge of equity and equality within the ranks of community colleges is to be met, the following efforts must be mounted:

- An open acceptance of and commitment to affirmative action must be demonstrated by the Board of Governors, the Chancellor's Office and the community college districts. Technical assistance and support must be provided to foster district awareness and implementation of affirmative action standards established through mutual coordination and cooperation.
- Affirmative action programs and services must be funded sufficiently and categorically to assure and facilitate the ability of districts to respond to this need. The Legislature must provide those funds required to implement fully any recommendations approved by the Board of Governors, thereby assuring a measure of compliance and accountability.
- Community college districts must invite and incorporate the support and assistance of responsive community organizations in their efforts to fulfill the letter and spirit of affirmative action. Such support will be proportional to the willingness of local districts to share openly and honestly with their communities the responsibility for affirmative action programs and thoughtfully planned progress.

APPENDIX A

Affirmative Action Statute, Education Code, Sections 87100-87106

**ARTICLE 3. PERSONNEL INTERCHANGE BETWEEN CERTIFICATED AND
CLASSIFIED POSITIONS**

§ 87065. Repealed by Stats.1981, c. 470, p. 1784, § 326

Legislative intent concerning Stats.1981, c. 470, see
note under § 1256.

ARTICLE 4. AFFIRMATIVE ACTION HIRING

Sec.

87100. Legislative findings, declarations and intent.

87101. Definitions.

87102. Affirmation of compliance; goals and timetables; public record.

87103. Assistance in developing and implementing programs; duties of chancellor.

87104. Assistance to local community colleges; report; guidelines.

87105. Rules and regulations.

87106. Application of federal law.

Article 4 was added by Stats.1978, c. 766, p. 2393, § 1.

§ 87100. Legislative findings, declarations and intent

The Legislature finds and declares that:

(a) Generally, California community colleges employ a disproportionately low number of racial and ethnic minority classified and certificated employees and a disproportionately low number of women and members of racial and ethnic minorities in administrative positions.

(b) It is educationally sound for the minority student attending a racially impacted school to have available the positive image provided by minority classified and certificated employees. It is likewise educationally sound for the child from the majority group to have positive experiences with minority people which can be provided, in part, by having minority classified and certificated employees at schools where the enrollment is largely made up of majority group students. It is also educationally important for students to observe that women as well as men can assume responsible and diverse roles in society.

(c) Past employment practices created artificial barriers and past efforts to promote additional action in the recruitment, employment, and promotion of women and minorities have not resulted in a substantial increase in employment opportunities for such persons.

(d) Lessons concerning democratic principles and the richness which racial diversity brings to our national heritage can be best taught by the presence of staffs of mixed races and ethnic groups working toward a common goal.

It is the intent of the Legislature to establish and maintain a policy of equal opportunity in employment for all persons and to prohibit discrimination based on race, sex, color, religion, age, handicap, ancestry, or national origin in every aspect of personnel policy and practice in employment, development, advancement, and treatment of persons employed in the public school system, and to promote the total realization of equal employment opportunity through a continuing affirmative action employment program.

The Legislature recognizes that it is not enough to proclaim that public employers do not discriminate in employment but that effort must also be made to build a community in which opportunity is equalized. It is the intent of the Legislature to require educational agencies to adopt and implement plans for increasing the numbers of women and minority persons at all levels of responsibility.

(Added by Stats.1978, c. 766, p. 2393, § 1.)

1978 Legislation.

Section 2 of Stats.1978, c. 766, p. 2395, provides, in part:

"This act is substantially a codification of regulations adopted by the Board of Governors of the California

Community Colleges which require local community college districts to have developed an affirmative action employment program. Since the affirmative action programs mandated by this act are presently required of community college districts, it is the intent of the Legislature not to reimburse local educational agencies for pro-

Asterisks * * * indicate deletions by amendment

§ 87101. Definitions

For the purposes of this article:

(a) "Affirmative action employment program" means planned activities designed to seek, hire, and promote persons who are underrepresented in the work force compared to their number in the population, including handicapped persons, women, and persons of minority racial and ethnic backgrounds. It is a conscious, deliberate step taken by a hiring authority to assure equal employment opportunity for all staff, both certificated and classified. Such programs require the employer to make additional efforts to recruit, employ, and promote members of groups formerly excluded at the various levels of responsibility who are qualified or may become qualified through appropriate training or experience within a reasonable length of time. Such programs should be designed to remedy the exclusion, whatever its cause. Affirmative action requires imaginative, energetic, and sustained action by each employer to devise recruiting, training, and career advancement opportunities which will result in an equitable representation of women and minorities in relation to all employees of such employer.

(b) "Goals and timetables" means projected new levels of employment of women and minority racial and ethnic groups to be attained on an annual schedule, given the expected turnover in the work force and the availability of persons who are qualified or may become qualified through appropriate training or experience within a reasonable length of time. Goals are not quotas or rigid proportions. They should relate both to the qualitative and quantitative needs of the employer.

(c) "Public education agency" means the Office of the Chancellor and the governing board of each community college district in California.

(Added by Stats.1978, c. 766, p. 2393, § 1.)

§ 87102. Affirmation of compliance; goals and timetables; public record

The governing board of each community college district shall submit, not later than January 1, 1980, to the office of the Chancellor of the California Community Colleges an affirmation of compliance with the provisions of this article. The affirmative action employment program shall have goals and timetables for its implementation. The plans shall be a public record within the meaning of the California Public Records Act.

(Added by Stats.1978, c. 766, p. 2393, § 1.)

§ 87103. Assistance in developing and implementing programs; duties of chancellor

The office of the Chancellor of the California Community Colleges shall render assistance in developing and implementing affirmative action employment programs to community college districts under his jurisdiction.

(Added by Stats.1978, c. 766, p. 2393, § 1.)

§ 87104. Assistance to local community colleges; report; guidelines

The office of the Chancellor of the California Community Colleges, out of funds appropriated for such purposes, (1) shall provide assistance to local community colleges in adopting and maintaining high-quality affirmative action programs; (2) report to the Legislature, by July 1, 1980, regarding the number of districts which have adopted and are maintaining affirmative action programs, including the effectiveness of such programs in meeting the intent of this article; and (3) develop and disseminate to public community college districts guidelines to assist such agencies in developing and implementing affirmative action employment programs.

(Added by Stats.1978, c. 766, p. 2393, § 1.)

Underline indicates changes or additions by amendment

§ 87105. Rules and regulations

The Board of Governors of the California Community Colleges shall adopt all necessary rules and regulations to carry out the intent of this article.

(Added by Stats.1978, c. 766, p. 2393, § 1.)

§ 87106. Application of federal law

Any activities undertaken pursuant to this article shall be subject to the provisions of Title VII of the Federal Civil Rights Act of 1964¹, and amendments thereto.

(Added by Stats.1978, c. 766, p. 2393, § 1.)

¹ 42 U.S.C.A. § 2000e et seq.

CHAPTER 2. CREDENTIALS FOR COMMUNITY COLLEGE PERSONNEL

ARTICLE 1. ISSUANCE OF TEMPORARY CERTIFICATES

§ 87200. Paraprofessionals

Nothing in this chapter shall be construed as preventing community college districts from hiring, employing, or otherwise using teacher aides, instructional aides, or teacher assistants under the terms of existing law and financial support formulas. * * *

(Amended by Stats.1979, c. 797, p. 2757, § 141.)

1979 Legislation.

For legislative intent of Stats.1979, c. 797, see note under § 1243.

ARTICLE 2. CREDENTIALS AND CERTIFICATES

§§ 87210, 87211. Repealed by Stats.1981, c. 470, p. 1784, §§ 327, 328

Legislative intent concerning Stats.1981, c. 470, see note under § 1256.

§ 87212. Temporary certificates

The governing board of a community college district * * * may issue temporary certificates for the purpose of authorizing salary payments to certified employees whose credential applications are being processed or to personnel employed in child development programs whose permit applications are being processed. The applicant for such a temporary certificate shall make a statement under oath that he or she has duly filed his or her application for a credential or permit together with the required fee and that to the best of his or her knowledge no reason exists why he or she should not be issued a certificate or permit. Such certificate or permit shall be valid for not more than 120 * * * days of classes, and only until the credential or permit originally requested is either issued or denied by the board of governors or the Commission for Teacher Preparation and Licensing.

(Amended by Stats.1981, c. 470, p. 1784, § 329.)

1981 Legislation.

Legislative intent concerning Stats.1981, c. 470, see note under § 1256.

Cross References

Credentials, general requirements except as provided by this section, see § 87214.

§§ 87212.5, 87213. Repealed by Stats.1981, c. 470, p. 1785, §§ 330, 331

Legislative intent concerning Stats.1981, c. 470, see note under § 1256.

Asterisks * * * indicate deletions by amendment

APPENDIX B

Affirmative Action Regulations, Administrative Code, Sections 53000-53052

**CHAPTER 1. AFFIRMATIVE ACTION AND EQUAL EMPLOYMENT
OPPORTUNITY PROGRAMS**

SUBCHAPTER 1. GENERAL

53000. Rationale and Intent.

(a) Community Colleges have an obligation to promote cultural, racial, and human understanding within the communities they serve as well as within their spheres of influence.

(b) It is educationally sound for all students attending California Community Colleges to have available positive images provided by individuals from historically underrepresented groups, and to observe that such individuals can assume responsible and diverse roles in society.

(c) The richness which cultural and racial diversity brings to our national heritage and the exercise of democratic principles can best be taught in the presence of staffs of mixed races and ethnic groups as well as both sexes working toward mutually established goals.

(d) Efforts toward the adoption of affirmative action and equal employment opportunity policies and programs, leading to successful recruitment, employment and promotion of historically underrepresented groups, should be increased.

(e) The intent of these regulations and the guidelines developed hereunder is not only to correct employment deficiencies but to seek to improve and strengthen the total personnel programs of the California Community Colleges by providing opportunities for equitable consideration of all candidates for employment and promotion.

(f) The Board of Governors of the California Community Colleges reaffirms its commitment to equal employment opportunities. It emphasizes the determination that those practices employed by California Community College districts which result in certain groups of job applicants being excluded and/or underrepresented in the institution's work force be eliminated and that the results of their employment practices through affirmative action will be increased representation and retention of historically underrepresented groups as defined by federal regulations.

(g) Policies which call for efforts to promote action in the recruitment, employment, and promotion of persons, regardless of race, color, religion, national origin, sex, age, handicap, or marital status, should be more than proclamations of nondiscrimination in employment practice but should be affirmative and result-oriented efforts to produce a substantial increase in employment opportunities of underrepresented groups, in all areas and at all levels, including executive, administrative, and managerial.

NOTE: Authority cited: Sections 71020 and 87105, Education Code. Reference: Section 87100, Education Code.

HISTORY:

1. New Chapter 1 (Sections 53000-53004) filed 7-19-77; effective thirtieth day thereafter (Register 77, No. 30).

2. Repealer of Chapter 1 (Subchapter 1, Sections 53000-53004) and new Chapter 1 (Subchapters 1-4, Sections 53000-53052, not consecutive) filed 2-1-82; effective thirtieth day thereafter (Register 82, No. 6).

53001. Definitions.

As used in this subchapter:

(a) **Affirmative Action Programs.** "Affirmative action programs" means all the various methods by which equal employment opportunity for all is made a reality. Equal employment opportunity is a condition, and affirmative action is the means by which the condition is achieved. Further, an affirmative action program with goals and timetables is a set of specific and result-oriented procedures. The objective of such a program is to achieve equal employment opportunity by recognizing and overcoming the effects of past discrimination in employment. Affirmative action programs specifically address the underrepresentation of ethnic minorities, women, handicapped persons and Vietnam-Era veterans in the labor market and in certain employment classifications.

(b) **Affirmative Action Plan.** The "Affirmative Action Plan" is a written plan in which a district's work force is analyzed and includes a plan of specific result-oriented procedures to insure equal employment opportunity and proportionate representation of qualified representatives of protected class members.

(c) **Business Necessity.** "Business necessity" means circumstances necessitating an employment practice. Business necessity exists where the employment practice is necessary to avoid substantial extra costs or human risk. Business necessity requires greater cost than does mere business convenience. Business necessity does not exist where there is an alternative that will serve business needs equally well.

(d) **Equal Employment Opportunity.** "Equal employment opportunity" is the goal of affirmative action programs. It means that individuals must have access to employment and are not to be excluded from participation in any employment process, advancement, or benefits of employment because of their race, color, religion, sex, national origin, age, marital status or handicap.

(e) **Ethnic Minorities.** "Ethnic minorities" means those protected ethnic minority groups so designated by federal compliance agencies for goal-setting and includes Alaskan Natives/American Indians, Asians or Pacific Islanders, Blacks, and Hispanics.

A person may be included in the group to which he or she appears to belong, identifies as his or her group, or is regarded in the community as belonging, but shall be counted in only one ethnic group.

(1) **American Indian or Alaskan Native** means all persons having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition.

(2) **Asian or Pacific Islanders** means all persons having origins in any of the original peoples of the Far East, Southeast Asia or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, Samoa, and the Indian subcontinent.

(3) **Black (not of Hispanic origin)** means all persons having origins in any of the black racial groups of Africa.

(4) **Hispanic** means all persons of Chicano, Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race.

(f) **Filipino.** "Filipino" means all persons having origins in the original peoples of the Philippine Islands. Filipinos are to be counted and reported as part of the Asian/Pacific Islander group as well as in a separate group as required by state law. However, in the goal-setting process, separate employment goals are not needed for Filipinos.

(g) **White Persons.** "White persons" means all persons having origins in any of the original peoples of Europe, North Africa, the Middle East, and not of Hispanic origin.

(h) **Goals and Timetables.** "Goals and timetables" means projected new levels of employment of women and historically underrepresented ethnic minority groups as specified in federal regulations to be worked toward on a specific schedule, given the expected turnover in the work force and the availability of persons who are qualified through appropriate training or experience within a reasonable length of time. Goals are not "quotas" or rigid proportions. Quantitative measurements should only be used as management tools to assess the overall effectiveness of the programs. They should relate both to the qualitative and quantitative needs of the district.

Filipinos shall be included in the Asian/Pacific Islander group for goal setting purposes.

(i) **Handicapped Persons.** "Handicapped person" means any person who (1) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (2) has a record of such an impairment or (3) is regarded as having such an impairment. A handicapped individual is "substantially limited" if he or she is likely to experience difficulty in securing, retaining or advancing in employment because of a handicap.

(j) **Protected Groups.** "Protected groups" means ethnic minorities, women, handicapped persons and Vietnam-era veterans.

(k) **Reasonable Accommodation.** "Reasonable accommodation" means the efforts made on the part of the employer to remove artificial or real barriers, which prevent or limit the employment and upward mobility of disabled persons.

(l) **Sexual Harassment.** "Sexual harassment" means unwelcome sexual conduct which has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

NOTE: Authority cited: Sections 71020 and 87105, Education Code. Reference: Section 87101, Education Code; Section 11092, Government Code; 29 C.F.R. 1602.48 (1981); 29 U.S.C. 793; 41 C.F.R. 60-741-2 (1980).

53002. District Affirmative Action Policy.

The governing board of each California Community College district shall adopt by resolution an Affirmative Action Employment policy which will outline the district's commitment to implement "affirmatively" equal employment opportunity programs for all employees and applicants for employment regardless of race, color, religion, sex, national origin, age, handicap, status as a Vietnam-era veteran, or marital status. This policy shall cover all aspects of personnel policy and practice for all personnel.

NOTE: Authority cited: Sections 71020, 71025, 71068 and 87105, Education Code. Reference: Section 87100, Education Code.

53003. District Affirmative Action Plan.

(a) Each community college district shall develop and adopt a district-wide written affirmative action and equal employment opportunity plan to implement its Affirmative Action Policy. Such plans and revisions shall be submitted to the Chancellor's Office for review and approval.

(b) Each community college district shall revise its affirmative action goals and timetables every three years and submit them to the Chancellor's Office for approval. Each community college district shall notify the Chancellor at least 30 days prior to adopting any other amendments to its affirmative action plan.

- (c) The plans submitted to the Chancellor shall be public records.
- (d) Each community college district shall make a continuous good faith effort to comply with the requirements of its affirmative action plan.

NOTE: Authority cited: Sections 71080, 71025, 71065 and 87105, Education Code. Reference: Section 87100, Education Code.

53004. District Evaluation and Report to Chancellor.

Each district shall annually survey its employment patterns in an effort to evaluate its progress in reaching the goals set forth in its affirmative action plan. Each district shall annually report to the Chancellor, in a manner prescribed by the Chancellor, the results of its annual survey.

The Chancellor's Office shall seek field input from community college districts in developing reporting formats.

NOTE: Authority cited: Sections 71080, 71025, 71060 and 87105, Education Code. Reference: Section 87100, Education Code.

53005. Minimum Standards.

The compliance with the requirements of Sections 53002, 53003, 53004, and 53021 shall be a minimum standard which a community college district must satisfy to receive state aid.

NOTE: Authority cited: Sections 71020 and 87105, Education Code. Reference: Sections 71025 and 87100, Education Code.

SUBCHAPTER 2. RESPONSIBILITIES OF THE CHANCELLOR

53010. Assistance.

The Chancellor shall provide guidelines for the development of policies, programs and procedures for affirmative action and equal employment opportunity programs. The Chancellor shall cooperate with and render assistance to community colleges in carrying out the provisions of this subchapter. The Chancellor shall review and approve programs submitted by districts pursuant to Section 53003.

NOTE: Authority cited: Sections 71020 and 87105, Education Code. Reference: Section 87103, Education Code.

53011. Report.

The Chancellor shall report annually to the Board of Governors and Legislature on the progress and/or effectiveness of all California Community College districts in meeting the provisions of this chapter.

NOTE: Authority cited: Sections 71020 and 87105, Education Code. Reference: Section 87104, Education Code.

53012. Periodic Evaluation.

The Chancellor shall periodically evaluate community college districts to determine their compliance with the requirements of their affirmative action plans and this chapter. If the Chancellor finds that a district has failed to substantially comply with the requirements of its plan, the Chancellor shall offer assistance and take whatever action he or she deems necessary to effect compliance.

NOTE: Authority cited: Sections 71020 and 87105, Education Code. Reference: Section 87102, Education Code.

SUBCHAPTER 3. RESPONSIBILITIES OF COMMUNITY COLLEGE DISTRICTS

53020. Implement Affirmative Action Plan.

The means specified in this subchapter are the essential requirements for implementing a district affirmative action plan.

NOTE: Authority cited: Sections 71020 and 87105, Education Code; Section 11138, Government Code. Reference: Section 87102, Education Code.

53021. Recruitment.

Community college districts shall undertake a program of verifiable affirmative action recruitment for protected group members in all job categories which reflect underrepresentation, including categorically funded positions and in all executive/administrative/managerial positions. Upward mobility programs may be used in conjunction with a recruitment effort when it promotes the goals of the district's affirmative action plan. "In house" or "promotional only" recruitment shall not be used except when "business necessity" dictates.

NOTE: Authority cited: Sections 71020 and 87105, Education Code; Section 11138, Government Code. Reference: Executive Order 11246, 3 C.F.R. 1964-1965 comp. 339, as amended by Executive Order 11375, 3 C.F.R. 1967 comp. 320; 41 C.F.R. 60-2.1-3.2, et seq. (1980); 29 U.S.C. 793; 41 C.F.R. 60-741.1-.9, et seq. (1980); 38 U.S.C. 2012; 41 C.F.R. 60-250.1-.9, et seq. (1980); Section 87100, Education Code.

53022. Job Announcements.

Job announcements shall state clearly job specifications setting forth those skills necessary to job performance and the required training and experience related to those skills. The requirements are to be based on a careful analysis of the job. Only bona fide occupational qualifications may be included in job announcements.

NOTE: Authority cited: Sections 71020 and 87105, Education Code. Reference: Executive Order 11246, 3 C.F.R. 1964-1965 comp. 339, as amended by Executive Order 11375, 3 C.F.R. 1967 comp. 320; 41 C.F.R. 60-2.1-3.2, et seq. (1980); 29 U.S.C. 793; 41 C.F.R. 60-741.1-.9, et seq. (1980); 38 U.S.C. 2012; 41 C.F.R. 60-250.1-.9, et seq. (1980); Section 87100, Education Code.

53023. Applicant Pool.

All applicants shall be given an opportunity to identify themselves as being a member of a protected group when their application is submitted for purposes of monitoring employment practices. This confidential information will be maintained in the affirmative action office for use in research and in evaluating the effectiveness of the district's affirmative action program.

NOTE: Authority cited: Sections 71020 and 87105, Education Code. Reference: Executive Order 11246, 3 C.F.R. 1964-1965, comp. 339, as amended by Executive Order 11375, 3 C.F.R. 1967, comp. 320; 41 C.F.R. 60-2; 29 U.S.C. 793; 41 C.F.R. 60-741; 38 U.S.C. 2012; 41 C.F.R. 60-250.

HISTORY:

1. New section filed 2-26-82; designated effective 2-28-82 pursuant to Government Code Section 11346.2(d) (Register 82, No. 9).

TITLE 5**CALIFORNIA COMMUNITY COLLEGES**

(Register 82, No. 9—3-27-82)

§ 53025

(p. 628.79)

53024. Screening.

All selection testing for employees shall follow procedures as outlined in Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures." Selection procedures established in the district's affirmative action plan shall be used to identify a reasonable number of qualified candidates for interviews for all recruited positions.

Selection committees shall include members of protected groups whenever possible.

NOTE: Authority cited: Sections 71080 and 87106, Education Code. Reference: Executive Order 11246, 3 C.F.R. 1964-1965 comp. 339, as amended by Executive Order 11375, 3 C.F.R. 1967 comp. 330; 41 C.F.R. 60-2.1-3.2, et seq. (1980); 29 U.S.C. 793; 41 C.F.R. 60-741.1-9, et seq. (1980); 38 U.S.C. 2012; 41 C.F.R. 60-250.1-9, et seq. (1980); 29 C.F.R. 1607 (1978).

53025. Agents.

Any individual or group of individuals acting on behalf of the local governing board for the recruitment and screening of personnel, including superintendentships, are agents of the district and subject to all state and federal laws and regulations.

NOTE: Authority cited: Sections 71080 and 87106, Education Code; Section 11138, Government Code. Reference: Section 87100, Education Code.

53026. Selection Procedure.

(a) Selection devices such as interviews shall be solely based on job-related requirements.

(b) The Affirmative Action Officer shall ensure that the entire selection process shall be solely based on job-related criteria, a fair impartial examination of the candidates based on job-related criteria, with job-related questions prepared in advance.

NOTE: Authority cited: Sections 71020 and 87105, Education Code. Reference: Executive Order 11246, 3 C.F.R. 1964-1965 comp. 339, as amended by Executive Order 11375, 3 C.F.R. 1967 comp. 320; 41 C.F.R. 60-2.1-3.2, et seq. (1980); 29 U.S.C. 793; 41 C.F.R. 60-741.1-9, et seq. (1980); 38 U.S.C. 2012; 41 C.F.R. 60-250.1-9, et seq. (1980).

53027. Final Selection.

(a) The results of the selection procedures shall be reviewed by the affirmative action officer to ensure that selection of a qualified candidate is supported by factual data and that the elimination of other candidates is based upon bona fide occupational qualifications.

(b) Throughout the entire selection process, the Affirmative Action Officer is responsible for monitoring for adverse impact. If discriminatory intent or effect is identified, the Affirmative Action Officer shall implement solutions and/or confer with the chief administrative officer or designee of the district or college to determine necessary remedies.

(c) Length of service in the district shall not be used as the sole determinant for decisions affecting hiring and promotions.

NOTE: Authority cited: Sections 71020 and 87105, Education Code. Reference: Executive Order 11246, 3 C.F.R. 1964-1965 comp. 339, as amended by Executive Order 11375, 3 C.F.R. 1967 comp. 320; 41 C.F.R. 60-2.1-3.2, et seq. (1980); 29 U.S.C. 793; 41 C.F.R. 60-741.1-9, et seq. (1980); 38 U.S.C. 2012; 41 C.F.R. 60-250.1-9, et seq. (1980).

53028. Affirmative Action Commitment.

All employment practices, including selection, assignment, promotion, transfer, demotion, or termination decisions, shall be based on job-related factors which include qualifications and capabilities. Seniority shall be considered only where required by law. The goals of the affirmative action program shall also be designed to meet the special needs and aspirations of minority groups, students and the community in counseling, bilingual/multicultural education, and school-staff mobility.

NOTE: Authority cited: Sections 71020 and 87105, Education Code. Reference: Sections 87100 and 87101, Education Code.

53029. Handicapped.

Districts shall make reasonable accommodation for the handicapped applicant or employee.

NOTE: Authority cited: Sections 71020 and 87105, Education Code. Reference: Sections 87100 and 87101, Education Code; Section 11135, Government Code; 29 U.S.C. 705 and 706.

53030. Sexual Harassment Policy.

A work place free of sexual harassment and intimidation shall be maintained.

NOTE: Authority cited: Sections 71020, 71068 and 87105, Education Code; Section 11138, Government Code. Reference: 42 U.S.C. 2000e, et seq.; 29 C.F.R. 1604.11 (1981).

**SUBCHAPTER 4. ESSENTIAL ELEMENTS OF AN
AFFIRMATIVE ACTION PLAN**

53040. Governing Board's Affirmative Action Employment Policy Statement.

Each affirmative action plan shall have a written policy statement adopted by the district governing board which sets forth the district's obligation and commitment to equal employment opportunity through affirmative action. The statement must include a plan to ensure nondiscrimination in employment, promotion, transfer, and assignment on the basis of race, color, religion, national origin, sex, age, handicap, status as Vietnam-era veteran and/or marital status. This plan must be applied to all levels of employment procedure and to all position classifications.

NOTE: Authority cited: Sections 71080, 71085, 71068, and 87105, Education Code. Reference: Section 87101, Education Code; Executive Order 11846, 3 C.F.R. 1964-1965 comp. 339, as amended by Executive Order 11375, 3 C.F.R. 1967 comp. 330; 41 C.F.R. 60-2.1-3.2, et seq. (1980); 20 U.S.C. 793; 41 C.F.R. 60-741.1-9, et seq. (1980); 38 U.S.C. 2012; 41 C.F.R. 60-250.1-9, et seq. (1980).

53041. Affirmative Action Responsibilities and Duties.

The affirmative action plan shall state that the community college district governing board and the chief district administrator have the overall responsibility for ensuring affirmative action and equal employment opportunity including, but not limited to, recruitment, assignment, promotion, retention, compensation, and training; and for improving representation of minority racial and ethnic groups, women, handicapped persons and Vietnam-era veterans.

NOTE: Authority cited: Sections 71080, 71085, 71068, and 87105, Education Code. Reference: Sections 87100 and 87101, Education Code.

53042. Affirmative Action Officer.

In the affirmative action plan the community college district shall designate an affirmative action officer to administer the affirmative action program. This officer shall report to the chief district administrator or designee who reports to the chief district administrator.

NOTE: Authority cited: Sections 71080, 71085, 71068 and 87105, Education Code. Reference: Sections 87100 and 87101, Education Code.

53043. Internal Dissemination.

The affirmative action plan shall require that all district employees shall be apprised of the equal employment opportunity/affirmative action policy, affirmative action plan, and the importance of the employee's participation and responsibility in ensuring the plan's implementation.

NOTE: Authority cited: Sections 71080, 71085, 71068 and 87105, Education Code. Reference: Sections 87100 and 87101, Education Code.

53044. External Dissemination.

The affirmative action plan shall require that a written notice be provided at least annually to various community organizations concerning the district's affirmative action policy and to solicit their assistance in recruiting ethnic minority, female, handicapped, and Vietnam-era veteran candidates.

NOTE: Authority cited: Sections 71080, 71085, 71068 and 87105, Education Code. Reference: Sections 87100 and 87101, Education Code.

53045. Complaint Procedure.

The district affirmative action plan shall state that an employee or applicant for employment may file a complaint with the district affirmative action officer alleging that the district has failed to satisfy the requirements of this chapter. The affirmative action plan shall state the district's procedure for responding to complaints.

NOTE: Authority cited: Sections 71020, 71025, 71068 and 87105, Education Code. Reference: Sections 87100 and 87101, Education Code.

53046. Work Force Analysis.

Each affirmative action plan shall contain a work force analysis in which the district shall determine statistically the racial, ethnic, and sex composition of existing staff by the following seven job categories:

Executive/Administrative/Managerial, Faculty and Other Instructional Staff, Professional Nonfaculty, Secretarial/Clerical, Technical and Paraprofessional, Skilled Crafts, Service and Maintenance.

Districts shall supply the information required by the Chancellor's Office Information System, Staff Data File.

NOTE: Authority cited: Sections 71020, 71025, 71068 and 87105, Education Code. Reference: 29 C.F.R. 1602.48 (1981).

53049. Utilization Analysis.

The affirmative action plan shall include a utilization analysis that includes a determination of whether minorities and women are being underrepresented or underutilized in any job category. The district shall consider the numbers and percentages of staff in each position category within each of the job categories by ethnic and sex classification compared with the general availability of minorities and women in the relevant work force having requisite skills to fill vacancies as they occur.

NOTE: Authority cited: Sections 71020, 71025, 71068 and 87105, Education Code. Reference: Executive Order 11246, 3 C.F.R. 1964-1965 comp. 339, as amended by Executive Order 11375, 3 C.F.R. 1967 comp. 390; 41 C.F.R. 60-2.1-3.2, et seq. (1980).

53050. Corrective Action.

The affirmative action plan shall require that when imbalances exist in the various job categories of the district work force, district practices and policies must be examined to determine the factors contributing to the imbalance. Employment practices within the personnel system which constitute barriers to equal opportunity shall be identified and corrective action designed to eliminate the barriers.

NOTE: Authority cited: Sections 71020, 71025, 71068 and 87105, Education Code. Reference: Executive Order 11246, 3 C.F.R. 1964-1965 comp. 339, as amended by Executive Order 11375, 3 C.F.R. 1967 comp. 390; 41 C.F.R. 60-2.1-3.2, et seq. (1980).

53051. Goals and Timetables.

The affirmative action plan shall require that affirmative action programs be designed to eliminate discriminatory employment practices. Goals, timetables, and affirmative action commitments must be designed to correct any identifiable deficiencies in representation from ethnic minority groups and women at all employment levels within the district.

NOTE: Authority cited: Sections 71020, 71025, 71068 and 87105, Education Code. Reference: Executive Order 11246, 3 C.F.R. 1964-1965 comp. 339, as amended by Executive Order 11375, 3 C.F.R. 1967 comp. 390; 41 C.F.R. 60-2.1-3.2, et seq. (1980).

53052. Affirmative Action Advisory Committee.

The district affirmative action plan shall require that an affirmative action advisory committee be established to assist the district to achieve understanding and support of affirmative action/equal employment opportunity policies and programs, and shall assist in developing the affirmative action program in conformity with state and federal statutes, regulations, and guidelines, monitoring its progress and acting as an advisory body to the affirmative action officer. The membership of the Affirmative Action Advisory Committee shall include ethnic minorities, women, the handicapped and Vietnam-era veterans whenever possible.

NOTE: Authority cited: Sections 71080, 71025, 71068 and 87105, Education Code. Reference: Section 87100, Education Code.

APPENDIX C

**Investigation and Enforcement of Minimum Standards,
Administrative Code, Sections 51100-51102**

CHAPTER 2. INVESTIGATION AND ENFORCEMENT OF MINIMUM STANDARDS

51100. Review of Colleges.

(a) The Chancellor, at least once each seven years, and at such other times as he or she deems necessary, shall review each community college to determine whether it has met the minimum standards contained in Chapter 1 (commencing with Section 51000) of this Division.

(b) In the event that the Chancellor determines that a visit to the college is necessary to investigate compliance, he or she shall inform the chief executive officer of the district at least one month in advance of such visit, and shall specify the particular minimum standards which will be investigated.

NOTE: Authority cited: Sections 66700 and 71025, Education Code. Reference: Section 71086, Education Code.

HISTORY:

1. Repealer of Chapter 2 (Sections 51100 and 51101) and new Chapter 2 (Sections 51100 and 51102) filed 7-13-83; effective thirtieth day thereafter (Register 83, No. 29). For history of former Chapter 2, see Registers 81, No. 52; 77, No. 45; and 71, No. 27.

51102. Enforcement.

(a) If any review pursuant to Section 51100 discloses that a college is not in compliance with the provisions of Chapter 1 (commencing with Section 51000) of this Division, the Chancellor shall notify the chief executive officer of the district in writing, and shall request an official written response from the district by a date which the Chancellor shall specify.

(b) After receiving the district's written response, or after the time for response has lapsed, the Chancellor shall pursue one or more of the following courses of action:

(1) Accept in whole or part the district's response regarding noncompliance;

(2) Require the district to submit and adhere to a plan and timetable for achieving compliance as a condition for continued receipt of state aid;

(3) Withhold all or part of the district's state aid. The amount of withholding shall be related to the extent and gravity of noncompliance, and shall require approval of the Board of Governors.

(c) The Chancellor shall report to the Board of Governors on any actions taken pursuant to subsection (b) of this section; provided that in the event he or she determines to withhold all or a portion of a district's state aid, the Chancellor shall inform and obtain the approval of the Board prior to the withholding.

NOTE: Authority cited: Sections 66700 and 71025, Education Code. Reference: Sections 71025, 71086 and 84373, Education Code.

CHAPTER 3. FACULTY

NOTE: Authority cited: Sections 71020, 71024 and 71025, Education Code.

HISTORY:

1. Repealer of Chapter 3 (Sections 51200 and 51201) filed 7-13-83; effective thirtieth day thereafter (Register 83, No. 29). For prior history, see Register 77, No. 45.

CHAPTER 4. STANDARDS OF SCHOLARSHIP

NOTE: Authority cited: Section 71020, 71025 and 71066, Education Code. Reference: Sections 71066, 72285 and 76000, Education Code.

HISTORY:

1. Repealer of Chapter 4 (Sections 51300-51319, not consecutive) filed 7-13-83; effective thirtieth day thereafter (Register 83, No. 29). For history of former Chapter 4, see Registers 82, No. 20; 80, No. 19; 80, No. 11; 77, No. 45; and 71, No. 27.

APPENDIX D

**Prohibition of Unlawful Discrimination in Programs Receiving State Assistance,
Government Code, Sections 11135-11139.5**

Background

Assembly Bill 803, Chapter 972 of the Statutes of 1977, enacted Government Code Sections 11135-11139.5, which prohibit unlawful discrimination in programs receiving state assistance. The statute begins:

"No person in the State of California shall, on the basis of ethnic group identification, religion, age, sex, color or physical or mental disability, be unlawfully subjected to discrimination under any program or activity that is funded directly by the state or receives any financial assistance from the state." (Government Code Section 11135.)

The statute then charges state agencies that administer state funded programs with enforcement of its provisions and requires them to adopt regulations to that end. The Board of Governors adopted regulations implementing this statute at its December 1980 meeting.

The Board of Governors' regulations recognize that community college districts have the primary responsibility for insuring that community college programs and activities are free of discrimination based on ethnic group identification, religion, age, sex, color, or physical or mental disability.

The regulations establish a two-level process. Complaints of unlawful discrimination are received first by the community college district. The district is required to investigate the complaint, but is given broad discretion in determining the intensity of the investigation. If a complaint is sent directly to the Chancellor's Office, it will be referred to the district. The district is encouraged to resolve the matter at the district level. After the district has completed its investigation and attempted resolution within ninety days of the filing date, it will forward the matter to the Chancellor. The Chancellor or designee will review the materials submitted by the district, together with material submitted by the complainant and determine if further investigation is needed. Again, the Chancellor is required to attempt to resolve the matter. However, if the Chancellor is unable to do so, and if the Chancellor finds probable cause to believe unlawful discrimination has occurred, an administrative hearing will be held to determine whether the unlawful discrimination did occur. If it is determined that the district did discriminate, the Chancellor will take appropriate remedial action. State funds will be withheld only when compliance cannot be secured by voluntary means. The district may seek judicial review of the Chancellor's decision.

District Compliance and Enforcement

This portion of the item provides the text of each of the implementing regulations and sets forth the guidelines recommending actions and activities deemed appropriate and supportive of the enabling legislation and regulations.

The guidelines are intended to provide assistance to districts in their own implementation of the law. The guidelines are also intended to provide districts with this agency's perspective on how the law might be best implemented.

When the text of a guideline is mandatory in nature (using such words as "shall," "will," or "must") the guideline is restating a provision of the

statute or regulations which is mandatory in nature. When the guidelines use the word "should," they are not intended to impose a mandate; rather, the activity is being recommended.

Section 59320. District Responsibility. Each community college district has primary responsibility to insure that its programs and activities are available to all persons without regard to ethnic group identification, religion, age, sex, color, or physical or mental disability. Therefore, each community college district shall investigate complaints of unlawful discrimination in its programs or activities, and seek to resolve those complaints.

Guideline 59320

All programs and activities must be available to all persons. Discrimination occurs when ethnic group identification, religion, age, sex, color, physical disability or mental disability, singly or in any combination, make any program or activity unavailable to a person. Districts must investigate any complaints of discrimination and must try to resolve those complaints. A district should maintain a log of all complaints and the resolution for at least three years.

Section 59322. District Regulations. Each community college district, no later than 90 days from the operative date of this chapter shall adopt and submit to the Chancellor for approval rules and regulations consistent with this article for the investigation and resolution of complaints of unlawful discrimination.

Guideline 59322

Each district, through its governing board, must adopt regulations for the investigation and resolution of complaints of discrimination. The district regulations must be adopted and submitted to the Chancellor for approval no later than September 29, 1981 (90 days from July 1, 1981, the operative date of these regulations).

Section 59324. Responsible District Officer. Each community college district shall identify to the Chancellor and to the public a single person as the responsible district officer for insuring district compliance with this chapter.

Guideline 59324

Each district must identify one employee responsible for insuring that the community college district is complying with these regulations. This person should maintain the discrimination complaint log and copies of the complaints and resolutions. The investigation of the alleged discriminatory practices may be assigned to a separate office or individual, such as the dean of student personnel for student complaints and the dean of instruction or dean of administrative services for employee complaints.

Section 59326. Notice to Students and Employees. Each community college district shall notify students and employees of the provisions of this chapter.

Guideline 59326

Districts must notify students, employees, and job applicants of the nondiscrimination provisions established by the Title 5 Regulations established pursuant to Government Code Sections 11135-11139.5. This notice should be given annually in the school catalogue, class schedule, and employee handbook. Posters describing the basic law and the appropriate district employee to contact for information should be posted in places readily accessible to students, employees, and job applicants, such as in the library, student union, and personnel office(s).

Section 59328. Complaint. (a) An investigation of alleged unlawful discrimination prohibited by this chapter will be initiated by filing a complaint which meets the following requirements:

- (1) The complaint shall be filed by one who alleges that he or she has personally suffered unlawful discrimination or by one who has learned of such unlawful discrimination in his or her official capacity.
- (2) The complaint shall be filed with the Chancellor of the California Community Colleges or with the chief administrative officer of the appropriate community college district.
- (3) The complaint shall be in a form prescribed by the Chancellor.
- (4) The complaint shall be filed within 120 days of the alleged unlawful discrimination.

(b) District may establish procedures for attempting to resolve charges of unlawful discrimination which may be a prerequisite to filing a complaint pursuant to this chapter. Such procedures shall be limited to thirty (30) days.

Guideline 59328

The written complaint must include the basic information of name and address of the complainant; the person, college, program, or activity against whom the complaint of unlawful discrimination is alleged; the legal basis of the charge (ethnic group identification, religion, age, sex, color, physical disability, or mental disability); a brief statement of the facts constituting the alleged discriminatory acts or practices; the date of the alleged discrimination, and the identity and address, if known, of any witnesses.

The complaint should be filed on the form prescribed by the Chancellor's Office with the Chancellor's Office of the California Community Colleges or with the college officer designated in the district regulations and publicly known.

The complaint must be filed within 120 days of the alleged unlawful discrimination.

Districts may adopt informal complaint procedures which may be utilized prior to a complaint being processed under this chapter. All such informal complaint procedures must be limited to thirty days.

Section 59329. Complaints filed with Chancellor. Upon receiving a complaint filed pursuant to Section 59328, the Chancellor will immediately forward a copy of the complaint to the appropriate community college district responsible officer who shall respond pursuant to Section 59332 or initiate the investigation required by Section 59334.

Guideline 59329

All complaints filed pursuant to Section 59328 must be brought to the immediate attention of both the district and the Chancellor of the California Community College or his/her designee.

Section 59330. Notice to Chancellor. Immediately upon receiving a complaint filed in accordance with Section 59328 the district shall notify the Chancellor of the complaint in a form and manner determined by the Chancellor.

Guideline 59330

All complaints filed pursuant to Section 59328 must be brought to the attention of both the district and the Chancellor of the California Community Colleges. Districts using the recommended form may duplicate the written complaint and forward this copy to the Chancellor's Office immediately, i.e., within fourteen days.

Section 59332. Defective Complaint. When a district receives a complaint which it finds does not meet the requirements of Section 59328, the district shall immediately notify the complainant that the complaint does not meet the requirements of Section 59328 and shall specify in what requirement the complaint is defective.

Guideline 59332

Districts are required by Sections 59328 and 59332 to insure that complaints filed are filed properly and with the necessary information. The complainant must be notified of the defect in his/her complaint so that he/she can amend the complaint to cure the defect. The basic premise is that unlawful discrimination is to be eliminated and mere technical shortcomings in the form of the complaints must not be allowed to foreclose a complaint investigation.

Section 59334. District Investigation. Within fourteen (14) days of receiving a complaint filed in accordance with Section 59328 the district will commence an investigation of that complaint and notify the complainant that it is doing so.

Guideline 59334

A district receiving a complaint filed pursuant to Section 59328 must begin an investigation within fourteen days. A complete log of compliance duties should be kept by the district so that all activities regarding a complaint are completed within this timeframe and others established by the regulations. A suggested form for the log is attached for your use.

Section 59336 District Resolution. Upon completing the investigation, the district will attempt to resolve the complaint and will take such action as it deems necessary to correct the effects of any unlawful discrimination and to ensure that no unlawful discrimination will occur in the district.

Guideline 59336

Primary responsibility rests with the district to resolve complaints of discrimination at the district level, where they occur, rather than immediately involving the Chancellor's Office. However, the Chancellor's Office is available to assist districts in determining the form of the resolution. The complainant must be notified of the proposed resolution on the recommended form within ninety days of the date the complaint was filed.

Section 59338. Notice to Complainant. Upon resolution of a complaint as required by Section 59336, the district will notify complainant of its proposed resolution. The district will also notify complainant that the complainant may object to the district's proposed resolution by submitting those objections to the Chancellor within thirty (30) days. The notice to the complainant will be in the form determined by the Chancellor.

Guideline 59338

The district will notify the complainant on the recommended form, which is attached, of its proposed resolution and of the complainant's right to object to the district's proposed resolution. The complainant must be informed by the district that he/she has thirty (30) days during which to object to the Chancellor's Office. The address and telephone number of the Chancellor's Office and the appropriate contact will be given to the complainant by the district.

Section 59340. Forward to Chancellor. Upon sending the notice pursuant to Section 59338 and within ninety (90) days of initiating the investigation required by Section 59334 the district will forward the following to the Chancellor:

- (a) The original complaint;
- (b) Report of the nature and extent of the investigation conducted by the district;
- (c) Report of any action taken to resolve the complaint;
- (d) Evidence that the district has complied with the requirements of Section 59338;
- (e) Such other information as the Chancellor may require.

Guideline 59340

The district will send the Chancellor's Office:

- (a) the original complaint or a copy;
- (b) a report on the nature and extent of the investigation;
- (c) a statement of any district action taken to resolve the complaint;
- (d) a copy of the "notice to complainant" as required by Section 59338; and
- (e) any additional relevant information required by the Chancellor or his/her designee.

The district should keep a compliance log to insure timeliness in maintaining the proper schedule for the complaint investigation and resolution.

The following timeline is included for the district's use.

A. Complaint Received	B. Commence Investigation (Sec. 59334)	C.
14 days	90 days	
Notify Chancellor's Office of receipt of complaint. (Sec. 59330)	Notify complainant if complaint is defective. (Sec. 59332)	Proposed Resolution (Secs. 59336, 59338)
		Forward complaint materials to the Chancellor. (Sec. 59338)
		Notice to complainant of proposed resolution and ability to object. (Sec. 59338)

APPENDIX E

Table 1

California Community Colleges Hiring Rate for Administrative and Faculty (Full-Time) Positions For the Years 1983 to 1985*

Community College	Number of Administrative and Faculty Full-Time Hiring Opportunities for 1983-1985	Full-Time Administrative Staff and Full-Time Faculty Hiring Rates for 1983-1985 By Gender and Ethnicity													
		Women		Hispanic		Blacks		Asians/Pacific Is.		Filipino		Amer. Ind./Alask. Nat.		Non-Hisp. Whites	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
College of Alameda	6	2	33	1	17	2	33	--	--	1	17	--	--	2	33
Allan Hancock College	6	--	--	1	17	--	--	--	--	--	--	--	--	5	83
American River College	14	7	50	1	7	1	7	1	7	--	--	--	--	11	79
Antelope Valley College	14	8	57	--	--	--	--	--	--	--	--	--	--	14	100
Bakersfield College	17	8	47	1	6	1	6	--	--	--	--	--	--	15	88
Barstow College	9	4	44	1	11	2	22	--	--	--	--	--	--	6	67
Butte College	8	3	38	--	--	--	--	--	--	--	--	--	--	8	100
Cabrillo College	31	16	52	3	10	--	--	1	3	1	3	--	--	26	84
Canada College	5	1	20	1	20	1	20	--	--	--	--	--	--	3	60
College of the Canyons	8	2	25	--	--	--	--	--	--	--	--	--	--	8	100
Cerritos College	28	16	57	2	7	1	4	2	7	--	--	1	1	22	79
Cerro Coso Community College	4	1	25	--	--	1	25	--	--	--	--	--	--	3	75
Chabot College	20	9	45	--	--	3	15	--	--	--	--	--	--	17	85
Chaffey College	20	13	65	1	5	2	10	2	10	--	--	--	--	15	75
Citrus College	3	3	100	--	--	--	--	--	--	--	--	--	--	3	100
Coastline Community College	8	3	38	2	25	--	--	--	--	--	--	--	--	6	75
Columbia College	6	1	17	--	--	--	--	--	--	--	--	--	--	6	100
Compton Community College	10	4	40	1	10	6	60	--	--	--	--	--	--	3	30
Contra Costa College	8	3	38	--	--	2	25	2	25	--	--	--	--	1	50
Cosumnes River College	13	4	31	--	--	--	--	--	--	--	--	1	8	12	92
Crafton Hills College	5	3	60	--	--	--	--	--	--	--	--	--	--	5	100
Cuesta College	6	3	50	--	--	1	17	--	--	--	--	--	--	5	83
Cuyamaca College	1	--	100	--	--	--	--	--	--	--	--	--	--	1	100
Cypress College	23	16	73	--	--	1	5	1	5	--	--	2	9	18	82
DeAnza College	22	10	45	2	9	--	--	1	5	1	5	--	--	18	82
College of the Desert	8	2	25	--	--	--	--	--	--	--	--	--	--	8	100
Diablo Valley College	17	10	59	1	6	--	--	3	18	--	--	--	--	13	76
East Los Angeles College	2	--	100	--	--	--	--	--	--	--	--	--	--	2	100
El Camino College	37	15	41	6	16	3	8	6	16	--	--	--	--	22	59
Evergreen Valley College	4	2	50	--	--	--	--	1	25	--	--	--	--	3	75
Feather River College	2	2	100	--	--	--	--	--	--	--	--	--	--	2	100
Foothill College	10	5	50	--	--	--	--	--	--	--	--	--	--	10	100
Fresno City College	32	15	47	2	6	3	9	--	--	--	--	1	3	28	81
Fullerton College	33	19	58	--	--	1	3	2	6	--	--	1	3	29	88
Gavilan College	9	5	56	2	22	--	--	1	11	--	--	--	--	6	67

*Affirmative Action in California Community Colleges, February 1987, Chancellor's Office.

Table 1 (Continued)

Community College	Number of Administrative and Faculty Full-Time Hiring Opportunities for 1983-1985	Full-Time Administrative Staff and Full-Time Faculty Hiring Rates for 1983-1985 By Gender and Ethnicity													
		Women		Hispanic		Blacks		Asians/Pacific Is.		Filipino		Amer. Ind./Alask. Nat.		Non-Hisp. Whites	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Glendale Community College	25	8	32	1	4	--	--	1	4	--	--	--	--	23	92
Golden West College	31	21	68	--	--	--	--	--	--	--	--	--	--	31	100
Grossmont College	3	3	100	--	--	--	--	--	--	--	--	--	--	3	100
Hartnell College	17	6	35	1	6	1	6	--	--	--	--	--	--	15	88
Imperial Valley College	11	7	64	1	9	1	9	--	--	--	--	--	--	9	82
Irvine Valley College	1	--	100	--	--	--	--	--	--	--	--	--	--	1	100
Kings River Community College	13	4	31	1	8	--	--	1	8	--	--	--	--	11	85
Lake Tahoe Community College	3	3	100	--	--	--	--	--	--	--	--	--	--	3	100
Laney College	22	11	50	1	5	8	36	1	5	--	--	1	5	11	50
Lassen College	13	6	46	--	--	--	--	--	--	--	--	--	--	13	100
Long Beach City College	21	13	62	--	--	--	--	--	--	--	--	1	5	20	95
Los Angeles City College	5	2	40	1	20	--	--	--	--	--	--	--	--	4	80
Los Angeles Harbor College	5	1	20	--	--	--	--	1	20	--	--	--	--	4	80
Los Angeles Mission College	2	1	50	--	--	--	--	--	--	--	--	--	--	2	100
Los Angeles Pierce College	16	3	19	2	13	1	6	--	--	--	--	--	--	13	81
Los Angeles Southwest College	5	1	20	--	--	1	20	1	20	--	--	--	--	3	60
Los Angeles Trade-Tech. College	14	6	43	1	7	5	36	2	14	--	--	--	--	6	43
Los Angeles Valley College	7	2	29	1	14	2	29	--	--	--	--	--	--	4	57
Los Medanos College	5	3	60	--	--	--	--	1	20	--	--	--	--	4	80
Marin Community College	17	9	53	--	--	--	--	--	--	--	--	--	--	17	100
Mendocino College	6	4	67	--	--	--	--	--	--	--	--	--	--	6	100
Merced College	10	5	50	1	10	1	10	--	--	--	--	--	--	8	80
Merritt College	5	2	40	1	20	1	20	--	--	--	--	--	--	3	60
MiraCosta College	7	3	43	--	--	--	--	--	--	--	--	--	--	7	100
Mission College	6	4	67	--	--	--	--	--	--	--	--	--	--	6	100
Modesto Junior College	4	2	50	--	--	--	--	--	--	--	--	--	--	4	100
Monterey Peninsula College	14	7	50	--	--	1	7	--	--	--	--	--	--	13	93
Moorpark College	3	1	33	--	--	--	--	--	--	--	--	--	--	3	100
Mt. San Antonio College	26	13	50	1	4	1	4	2	8	--	--	--	--	22	85
Mt. San Jacinto College	6	3	50	--	--	--	--	1	--	--	--	--	--	5	83
Napa Valley College	8	3	38	--	--	--	--	--	--	--	--	--	--	8	100
North Orange Adult Center	1	--	--	--	--	--	--	--	--	--	--	--	--	1	100
Ohlone College	10	6	60	1	10	--	--	1	10	--	--	--	--	8	80
Orange Coast College	55	23	42	5	9	1	2	2	4	--	--	--	--	47	85
Oxnard College	6	1	17	--	--	3	50	--	--	--	--	--	--	3	50
Palomar College	19	10	53	--	--	--	--	--	--	--	--	1	5	18	95
Palo Verde College	3	1	33	--	--	--	--	--	--	--	--	--	--	3	100
Pasadena City College	33	13	39	1	3	1	3	1	3	--	--	--	--	30	91
Porterville College	8	6	75	--	--	1	13	--	--	--	--	--	--	7	88
Rancho Santiago College	17	9	53	--	--	1	6	2	12	--	--	--	--	14	82
Rancho Santiago Cont. Educ.	1	--	--	--	--	--	--	--	--	--	--	--	--	1	100
College of the Redwoods	14	7	50	--	--	--	--	--	--	--	--	--	--	14	100
Rio Hondo College	13	5	38	2	15	1	8	--	--	--	--	--	--	10	77
Riverside Community College	24	13	54	4	17	2	8	1	4	--	--	--	--	17	71

Table 1 (Continued)

Community College	Number of Administrative and Faculty Full-Time Hiring Opportunities for 1983-1985	Full-Time Administrative Staff and Full-Time Faculty Hiring Rates for 1983-1985 By Gender and Ethnicity													
		Women		Hispanic		Blacks		Asians/Pacific Is.		Filipino		Amer. Ind./Alask. Nat.		Non-Hisp. Whites	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Sacramento City College	10	6	60	--	--	--	--	--	--	--	--	1	10	9	90
Saddleback College	28	12	43	4	14	--	--	--	--	--	--	--	--	24	86
San Bernardino Valley College	3	1	33	--	--	2	67	--	--	--	--	--	--	1	33
San Diego Adult Center	6	3	50	--	--	2	33	--	--	--	--	--	--	4	67
San Diego City College	13	7	54	--	--	1	8	--	--	--	--	--	--	12	92
San Diego Mesa College	16	7	44	--	--	3	19	1	6	--	--	--	--	12	75
San Diego Miramar College	4	1	25	--	--	--	--	--	--	--	--	--	--	4	100
City College of San Francisco	38	16	42	3	8	4	11	5	13	1	3	1	3	24	63
San Francisco CCC	29	19	66	2	7	5	17	4	14	--	--	--	--	18	62
San Joaquin Delta College	33	16	48	1	3	1	3	1	3	1	3	--	--	29	88
San Jose City College	8	3	38	1	13	1	13	--	--	--	--	--	--	9	75
College of San Mateo	16	7	44	1	6	--	--	2	13	--	--	--	--	13	81
Santa Barbara City College	29	19	66	4	14	1	3	1	3	--	--	--	--	23	79
Santa Monica College	45	26	58	4	9	7	16	2	4	--	--	--	--	32	71
Santa Rosa Junior College	41	19	46	1	2	--	--	--	--	1	2	--	--	39	95
College of the Sequoias	17	3	18	1	6	--	--	--	--	--	--	--	--	16	94
Shasta College	4	1	25	--	--	--	--	--	--	--	--	--	--	4	100
Sierra College	13	7	54	--	--	--	--	--	--	--	--	--	--	13	100
College of the Siskiyous	6	2	33	1	17	--	--	--	--	--	--	--	--	5	83
Skyline College	9	3	33	2	22	1	11	--	--	--	--	--	--	6	67
Solano Community College	8	6	75	--	--	--	--	--	--	--	--	--	--	8	100
Southwestern College	19	9	47	3	16	--	--	--	--	--	--	--	--	16	84
Taft College	2	1	50	--	--	--	--	--	--	--	--	--	--	2	100
Ventura College	16	6	38	2	13	2	13	1	6	--	--	--	--	11	69
Victor Valley Community College	12	5	42	--	--	1	8	1	8	1	8	--	--	9	75
Vista College	3	2	67	--	--	1	33	--	--	--	--	--	--	2	67
West Hills College	7	2	29	--	--	--	--	--	--	--	--	--	--	7	100
West Los Angeles College	5	2	40	--	--	--	--	1	20	--	--	--	--	4	80
West Valley College	9	3	33	--	--	--	--	--	--	--	--	--	--	9	100
Yuba College	12	5	42	--	--	--	--	--	--	--	--	--	--	12	100
Total 109 Community Colleges/Adult Centers	1,444	685	47	84	6	96	7	60	4	7	0.5	11	0.8	1,186	82

TABLE 2

California Community Colleges
Full-Time Faculty
Fall 1983 to Fall 1985

Community College	Faculty Composition		Hiring Rates					
	Percentage of Fall 1985 Full- Time Faculty Which Was Female	Percentage of Full-Time Faculty Which Was Ethnic Minority in Fall 1985	Hiring Rate for White Persons Between 1983 and 1985 for Full-Time Faculty Positions	Hiring Rates for Ethnic Minorities Between 1983 and 1985 for Full-Time Faculty Positions by Percentage for:				
				Hispanics	Blacks	Asian/ Pacific Islanders	Filipino	Amer. Ind./ Alaskan Native
College of Alameda	35	32	40	20	20	0	20	0
Allan Hancock College	21	11	100	0	0	0	0	0
American River College	27	10	82	9	0	9	9	0
Antelope Valley College	44	4	100	0	0	0	0	0
Bakersfield College	37	9	88	6	6	0	0	0
Barstow College	23	19	67	11	22	0	0	0
Butte College	29	6	100	0	0	0	0	0
Cabrillo College	38	10	83	10	0	3	3	0
Canada College	34	12	60	20	20	0	0	0
College of the Canyons	43	7	100	0	0	0	0	0
Cerritos College	35	9	80	5	5	10	0	5
Cerro Coso Community College	33	6	75	0	25	0	0	0
Chabot College	30	16	88	0	13	0	0	0
Chaffey College	45	13	74	5	11	11	0	0
Citrus College	35	10	100	0	0	0	0	0
Coastline College	66	6	100	0	0	0	0	0
Columbia College	13	0	100	0	0	0	0	0
Compton Community College	32	51	25	13	63	0	0	0
Contra Costa College	35	31	60	0	0	40	0	0
Cosumnes River College	24	16	90	0	0	0	0	10
Crafton Hills College	28	17	100	0	0	0	0	0
Cuesta College	24	7	100	0	0	0	0	0
Cuyamaca College	17	10	100	0	0	0	0	0

TABLE 2 (Continued)

Community College	Faculty Composition		Hiring Rates					
	Percentage of Fall 1985 Full- Time Faculty Which Was Female	Percentage of Full-Time Faculty Which Was Ethnic Minority in Fall 1985	Hiring Rate for White Persons Between 1983 and 1985 for Full-Time Faculty Positions	Hiring Rates for Ethnic Minorities Between 1983 and 1985 for Full-Time Faculty Positions by Percentage for:				
				Hispanics	Blacks	Asian/ Pacific Islanders	Filipino	Amer. Ind./ Alaskan Native
Cypress College	42	7	89	0	5	5	0	0
De Anza College	29	9	92	8	0	0	0	0
College of the Desert	28	10	100	0	0	0	0	0
Diablo Valley College	23	12	73	7	0	20	0	0
El Camino College	33	17	58	16	6	19	0	0
Evergreen Valley College	45	19	100	0	0	0	0	0
Feather River College	21	11	100	0	0	0	0	0
Foothill College	27	9	100	0	0	0	0	0
Fresno City College	24	21	83	3	10	0	0	3
Fullerton College	29	10	90	0	3	7	0	0
Gavilan College	34	17	63	25	0	13	0	0
Glendale College	37	9	95	0	0	5	0	0
Golden West College	43	7	100	0	0	0	0	0
Grossmont College	33	9	100	0	0	0	0	0
Hartnell College	35	10	100	0	0	0	0	0
Imperial Valley College	38	12	82	9	9	0	0	0
Irvine Valley College	32	13	100	0	0	0	0	0
Kings River Community College	22	14	85	8	0	8	0	0
Lake Tahoe Community College	23	0	0	0	0	0	0	0
Laney College	33	41	50	5	36	5	0	5
Lassen College	21	3	100	0	0	0	0	0
Long Beach City College	37	9	94	0	0	0	0	6
East Los Angeles College	40	36	100	0	0	0	0	0
Los Angeles City College	41	27	75	25	0	0	0	0

TABLE 2 (Continued)

Community College	Faculty Composition		Hiring Rates					
	Percentage of Fall 1985 Full-Time Faculty Which Was Female	Percentage of Full-Time Faculty Which Was Ethnic Minority in Fall 1985	Hiring Rate for White Persons Between 1983 and 1985 for Full-Time Faculty Positions	Hiring Rates for Ethnic Minorities Between 1983 and 1985 for Full-Time Faculty Positions by Percentage for:				
				Hispanics	Blacks	Asian/Pacific Islanders	Filipino	Amer. Ind./Alaskan Native
Los Angeles Harbor College	48	20	87	0	0	33	0	0
Los Angeles Mission College	40	32	100	0	0	0	0	0
Los Angeles Pierce College	33	9	87	7	7	0	0	0
Los Angeles Southwest College	54	60	33	0	33	33	0	0
Los Angeles Trade-Tech. College	32	37	43	7	36	14	0	0
Los Angeles Valley College	38	10	60	20	20	0	0	0
West Los Angeles College	39	16	80	0	0	20	0	0
Los Medanos College	41	27	80	0	0	20	0	0
Marin College	33	5	100	0	0	0	0	0
Mendocino College	21	3	100	0	0	0	0	0
Merced College	20	6	75	25	0	0	0	0
Merritt College	36	39	60	20	20	0	0	0
Mira Costa College	30	10	100	0	0	0	0	0
Mission College	49	20	100	0	0	0	0	0
Modesto Junior College	26	4	100	0	0	0	0	0
Monterey Peninsula College	29	7	100	0	0	0	0	0
Moorpark College	28	11	100	0	0	0	0	0
Mt. San Antonio College	32	14	86	5	5	5	0	0
Mt. San Jacinto College	43	9	83	0	0	17	0	0
Napa Valley College	44	4	100	0	0	0	0	0
North Orange Adult	74	22	100	0	0	0	0	0
Ohlone College	47	10	75	13	0	13	0	0
Orange Coast College	34	6	87	8	2	4	0	0
Oxnard College	38	27	50	0	50	0	0	0

TABLE 2 (Continued)

Community College	Faculty Composition		Hiring Rates					
	Percentage of Fall 1985 Full-Time Faculty Which Was Female	Percentage of Full-Time Faculty Which Was Ethnic Minority in Fall 1985	Hiring Rate for White Persons Between 1983 and 1985 for Full-Time Faculty Positions	Hiring Rates for Ethnic Minorities Between 1983 and 1985 for Full-Time Faculty Positions by Percentage for:				
				Hispanics	Blacks	Asian/Pacific Islanders	Filipino	Amer. Ind./Alaskan Native
Palomar College	36	9	94	0	0	0	0	6
Palo Verde College	50	8	100	0	0	0	0	0
Pasadena City College	40	18	88	4	4	4	0	0
Porterville College	37	10	86	0	14	0	0	0
Rancho Santiago College	39	16	81	0	6	13	0	0
Rancho Santiago CE	64	27	100	0	0	0	0	0
College of the Redwoods	27	3	100	0	0	0	0	0
Rio Hondo College	39	15	60	20	20	0	0	0
Riverside Community College	38	12	73	13	7	7	0	0
Sacramento City College	37	18	86	0	0	0	0	14
Saddleback College	35	7	84	16	0	0	0	0
San Bernardino Valley College	31	16	100	0	0	0	0	0
San Diego Adult	54	21	80	0	20	0	0	0
San Diego City College	35	14	92	0	8	0	0	0
San Diego Mesa College	31	10	75	0	19	6	0	0
San Diego Miramar College	18	6	100	0	0	0	0	0
City College of San Francisco	32	22	65	8	8	14	3	3
San Francisco Centers	66	36	62	7	17	14	0	0
San Joaquin Delta College	32	17	92	4	0	4	0	0
San Jose City College	35	15	83	17	0	0	0	0
College of San Mateo	27	12	81	6	0	13	0	0
Santa Barbara City College	37	13	76	16	4	4	0	0
Santa Monica College	40	16	75	8	15	3	0	0
Santa Rosa Junior College	33	7	97	0	0	0	3	0

TABLE 2 (Continued)

Community College	Faculty Composition		Hiring Rates					
	Percentage of Fall 1985 Full-Time Faculty Which Was Female	Percentage of Full-Time Faculty Which Was Ethnic Minority in Fall 1985	Hiring Rate for White Persons Between 1983 and 1985 for Full-Time Faculty Positions	Hiring Rates for Ethnic Minorities Between 1983 and 1985 for Full-Time Faculty Positions by Percentage for:				
				Hispanics	Blacks	Asian/Pacific Islanders	Filipino	Amer. Ind./Alaskan Native
College of the Sequoias	33	3	100	0	0	0	0	0
Shasta College	28	4	100	0	0	0	0	0
Sierra College	28	7	100	0	0	0	0	0
College of the Siskiyous	17	5	100	0	0	0	0	0
Skyline College	45	17	80	20	0	0	0	0
Solano College	31	18	100	0	0	0	0	0
Southwestern College	37	20	88	12	0	0	0	0
Taft College	13	8	100	0	0	0	0	0
Ventura College	31	19	67	8	17	8	0	0
Victor Valley Community College	39	5	80	0	0	10	10	0
Vista College	43	14	--	0	0	0	0	0
West Hills College	25	3	100	0	0	0	0	0
West Valley College	34	2	100	0	0	0	0	0
Yuba College	29	19	100	0	0	0	0	0
Statewide	35	15	83	5	6	5	0	1

APPENDIX G

Table 3

**California Community Colleges
Hiring Rates for Female and Ethnic Minorities
Full-Time Administrative Staff For Fall 1985**

Community College	Administrative Staff Composition Fall 1985		
	Percentage of Full-Time Administrative Staff Which Was Female	Percentage of Full-Time Administrative Staff Which Was Ethnic Minority	Total Number of Administrative Positions
College of Alameda	18	73	11
Allan Hancock College	27	14	22
American River College	20	30	20
Antelope Valley College	33	19	21
Bakersfield College	14	--	14
Barstow College	33	33	9
Butte College	8	8	24
Cabrillo College	33	22	18
Canada College	25	25	8
College of the Canyons	30	10	10
Cerritos College	29	17	35
Cerro Coso College	22	0	9
Chabot College	29	21	38
Chaffey College	63	25	8
Citrus College	42	11	19
Coastline Community College	35	10	20
Columbia College	0	0	6
Compton Community College	31	69	16
Contra Costa College	24	35	17
Cosumnes River College	19	25	16
Crafton Hills College	40	0	5
Cuesta College	20	20	10
Cuyamaca College	25	25	4
Cypress College	38	8	26
DeAnza College	29	23	31
College of the Desert	14	10	21

Table 3 (Continued)

Community College	Administrative Staff Composition Fall 1985		
	Percentage of Full-Time Administrative Staff Which Was Female	Percentage of Full-Time Administrative Staff Which Was Ethnic Minority	Total Number of Administrative Positions
Diablo Valley College	28	12	25
El Camino College	29	29	31
Evergreen Valley College	50	13	8
Feather River College	50	0	2
Foothill College	35	18	17
Fresno City College	14	26	35
Fullerton College	29	12	34
Gavilan College	33	11	9
Glendale College	36	23	22
Golden West College	43	11	28
Grossmont College	43	21	14
Hartnell College	19	19	26
Imperial Valley College	17	17	12
Irvine Valley College	40	0	10
Kings River College	0	20	15
Lake Tahoe College	43	0	7
Laney College	8	75	12
Lassen College	20	0	10
Long Beach City College	32	7	28
East Los Angeles College	14	71	14
Los Angeles City College	44	50	16
Los Angeles Harbor College	42	33	12
Los Angeles Mission College	14	43	7
Los Angeles Pierce College	8	17	12
Los Angeles Southwest College	21	79	14
Los Angeles Trade/Tech. College	30	61	23
Los Angeles Valley College	40	33	15
West Los Angeles College	15	38	13
Los Medanos College	46	23	13
Marin College	60	40	5
Mendocino College	17	17	6
Merced College	19	19	21

Table 3 (Continued)

Community College	Administrative Staff Composition Fall 1985		
	Percentage of Full-Time Administrative Staff Which Was Female	Percentage of Full-Time Administrative Staff Which Was Ethnic Minority	Total Number of Administrative Positions
Merritt College	27	45	11
Mira Costa College	44	13	16
Mission College	33	33	--
Modesto Junior College	13	25	16
Monterey Peninsula College	8	23	13
Moorpark College	17	11	18
Mt. San Antonio College	36	21	47
Mt. San Jacinto College	18	--	11
Napa Valley College	35	20	20
North Orange Adult	--	--	--
Ohlone College	13	13	24
Orange Coast College	22	--	23
Oxnard College	25	17	12
Palomar College	29	--	34
Palo Verde College	25	--	--
Pasadena City College	30	26	43
Porterville College	25	50	
Rancho Santiago College	24	24	37
Rancho Santiago CE	50	25	--
College of the Redwoods	15	--	20
Rio Hondo College	26	23	31
Riverside Community College	38	20	50
Sacramento City College	35	30	20
Saddleback College	41	14	22
San Bernardino Valley College	30	30	20
San Diego Adult	30	35	23
San Diego City College	12	18	17
San Diego Mesa College	29	--	14
San Diego Miramar College	40	40	--
City College of San Francisco	41	68	22
San Francisco Centers College	38	50	34
San Joaquin Delta College	33	22	46

Table 3 (Continued)

Community College	Administrative Staff Composition Fall 1985		
	Percentage of Full-Time Administrative Staff Which Was Female	Percentage of Full-Time Administrative Staff Which Was Ethnic Minority	Total Number of Administrative Positions
San Jose City College	17	22	18
College of San Mateo College	23	--	13
Santa Barbara City College	21	29	24
Santa Monica College	38	27	37
Santa Rosa Junior College	32	16	50
College of the Sequoias	20	10	20
Shasta College	23	--	13
Sierra College	18	24	17
College of the Siskiyous	33	--	--
Skyline College	8	42	12
Solano College	47	21	19
Southwestern College	50	18	22
Taft College	0	17	6
Ventura College	27	14	22
Victor Valley College	44	11	18
Vista College	38	50	8
West Hills College	8	8	13
West Valley College	42	0	--
Yuba College	32	21	19

Table 4
California Community Colleges
Fall 1986 Staff Data
Hiring Rates by Ethnicity for Full-Time Faculty

Community College	Total Number of Hires	American Indian		Asian		Black		Hispanic		Filipino		Minority		White	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
College of Alameda	2	0	.0	0	.0	0	.0	1	50.0	0	.0	1	50.0	1	50.0
Allan Hancock College	4	0	.0	0	.0	1	25.0	0	.0	0	.0	1	25.0	3	75.0
American River College	5	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	5	100.0
Antelope Valley College	7	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	7	100.0
Bakersfield College	5	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	5	100.0
Barstow College	1	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	1	100.0
Butte College	3	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	3	100.0
Cabrillo College	14	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	14	100.0
Canada College	3	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	3	100.0
College of the Canyons	3	0	.0	0	.0	1	33.3	0	.0	0	.0	1	33.3	2	66.7
Cerritos College	7	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	7	100.0
Cerro Coso Community College															
Chabot College	5	0	.0	0	.0	1	20.0	0	.0	0	.0	1	20.0	4	80.0
Chaffey College	7	0	.0	0	.0	0	.0	1	14.3	0	.0	1	14.3	6	85.7
Citrus College	3	0	.0	0	.0	0	.0	3	100.0	0	.0	3	100.0	0	.0
Coastline College															
Columbia College															
Compton Community College	5	0	.0	1	20.0	3	60.0	0	.0	0	.0	4	80.0	1	20.0
Contra Costa College	4	0	.0	1	25.0	0	.0	0	.0	0	.0	1	25.0	3	75.0
Cosumnes River College	6	0	.0	0	.0	0	.0	2	33.3	0	.0	2	33.3	4	66.7
Crafton Hills College	2	0	.0	0	.0	0	.0	1	50.0	0	.0	1	50.0	1	50.0
Cuesta College	2	0	.0	0	.0	0	.0	1	50.0	0	.0	1	50.0	1	50.0
Cuyamaca College	3	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	3	100.0
Cypress College	10	0	.0	1	10.0	0	.0	0	.0	0	.0	1	10.0	9	90.0
DeAnza College	23	0	.0	1	4.3	1	4.3	0	.0	0	.0	2	8.7	21	91.3
College of the Desert	5	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	5	100.0

Table 4 (Continued)

Community College	Total Number of Hires	American Indian		Asian		Black		Hispanic		Filipino		Minority		White	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Diablo Valley College	8	0	.0	1	12.5	0	.0	2	25.0	0	.0	3	37.5	5	62.5
El Camino College	9	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	9	100.0
Evergreen Valley College	3	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	3	100.0
Feather River College	1	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	1	100.0
Foothill College	14	0	.0	2	14.3	0	.0	0	.0	0	.0	2	14.3	12	85.7
Fresno City College	2	1	50.0	0	.0	0	.0	0	.0	0	.0	1	50.0	1	50.0
Fullerton College	7	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	7	100.0
Gavilan College															
Glendale College	16	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	16	100.0
Golden West College	5	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	5	100.0
Grossmont College	4	0	.0	1	25.0	0	.0	0	.0	0	.0	1	25.0	3	75.0
Hartnell College	10	0	.0	0	.0	1	10.0	0	.0	1	10.0	2	20.0	8	80.0
Imperial Valley College	4	0	.0	0	.0	1	25.0	0	.0	0	.0	1	25.0	3	75.0
Irvine Valley College	7	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	7	100.0
Kings River Community College															
Lake Tahoe Community College	1	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	1	100.0
Laney College															
Lassen College	1	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	1	100.0
Long Beach City College	16	0	.0	1	6.3	1	6.3	0	.0	0	.0	2	12.6	14	87.5
East Los Angeles College	2	1	50.0	1	50.0	0	.0	0	.0	0	.0	2	100.0	0	.0
Los Angeles City College	5	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	5	100.0
Los Angeles Harbor College															
Los Angeles Mission College															
Los Angeles Pierce College	1	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	1	100.0
Los Angeles Southwest College															
Los Angeles Trade-Tech. College	1	0	.0	0	.0	1	100.0	0	.0	0	.0	1	100.0	0	.0
Los Angeles Valley College	3	2	66.7	0	.0	0	.0	0	.0	0	.0	2	66.7	1	33.3
West Los Angeles College	1	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	1	100.0

Table 4 (Continued)

Community College	Total Number of Hires	American Indian		Asian		Black		Hispanic		Filipino		Minority		White	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Los Medanos College	5	0	.0	0	.0	0	.0	1	20.0	0	.0	1	20.2	4	80.2
Marin College	4	1	25.0	2	50.0	0	.0	0	.0	0	.0	3	75.0	1	25.0
Mendocino College	1	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	1	100.0
Merced College	2	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	2	100.0
Merritt College															
Mira Costa College	3	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	3	100.0
Mission College	14	0	.0	1	7.1	0	.0	0	.0	0	.0	1	7.1	13	92.9
Modesto Junior College	7	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	7	100.0
Monterey Peninsula College	5	0	.0	2	40.0	1	20.0	0	.0	0	.0	3	60.0	2	40.0
Moorpark College	5	0	.0	0	.0	0	.0	1	20.0	0	.0	1	20.0	4	80.0
Mt. San Antonio College	11	0	.0	0	.0	0	.0	2	18.2	0	.0	2	18.2	9	81.8
Mt. San Jacinto College	5	0	.0	0	.0	0	.0	1	20.0	0	.0	1	20.0	4	80.0
Napa Valley College	6	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	6	100.0
North Orange Adult	2	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	2	100.0
Ohlone	7	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	7	100.0
Orange Coast	11	0	.0	1	9.1	0	.0	1	9.1	0	.0	2	18.2	9	81.8
Oxnard	7	0	.0	0	.0	1	14.3	3	42.9	0	.0	4	57.1	3	42.9
Palomar	8	1	12.5	0	.0	1	12.5	0	.0	0	.0	2	25.0	6	75.0
Palo Verde															
Pasadena City	12	0	.0	0	.0	2	16.7	0	.0	0	.0	2	16.7	10	83.3
Porterville	1	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	1	100.0
Rancho Santiago	12	1	8.3	0	.0	1	8.3	0	.0	0	.0	2	16.7	10	83.3
Rancho Santiago CE															
Redwoods															
Rio Hondo	4	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	4	100.0
Riverside Community College	19	0	.0	1	5.3	2	10.5	3	15.8	0	.0	6	31.6	13	68.4
Sacramento City College	4	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	4	100.0
Saddleback College	10	0	.0	1	10.0	0	.0	0	.0	0	.0	1	10.0	9	90.0

Table 4 (Continued)

Community College	Total Number of Hires	American Indian		Asian		Black		Hispanic		Filipino		Minority		White	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
San Bernardino Valley College	5	0	.0	0	.0	0	.0	1	20.0	0	.0	1	20.0	4	80.0
San Diego Adult															
San Diego City College	3	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	3	100.0
San Diego Mesa College	12	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	12	100.0
San Diego Miramar College															
City College of San Francisco	17	0	.0	2	11.8	1	5.9	0	.0	0	.0	3	17.6	14	82.4
San Francisco Centers	14	0	.0	4	28.6	2	14.3	0	.0	1	7.1	7	50.0	7	50.0
San Joaquin Delta College	9	0	.0	1	11.1	0	.0	2	22.2	0	.0	3	33.3	6	66.7
San Jose City College	5	0	.0	0	.0	1	20.0	1	20.0	0	.0	2	40.0	3	60.0
College of San Mateo	3	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	3	100.0
Santa Barbara City College	10	0	.0	0	.0	1	10.0	1	10.0	0	.0	2	20.0	8	80.0
Santa Monica College	16	1	6.3	1	6.3	2	12.5	0	.0	0	.0	4	25.0	12	75.0
Santa Rosa Junior College	20	1	5.0	0	.0	0	.0	0	.0	0	.0	1	5.0	19	95.0
SDACE	3	0	.0	0	.0	0	.0	1	33.3	0	.0	1	33.3	2	66.7
SDMEP	12	0	.0	0	.0	2	16.7	1	8.3	0	.0	3	25.0	9	75.0
College of the Sequoias	6	0	.0	0	.0	0	.0	1	16.7	0	.0	1	16.7	5	83.3
Shasta College	10	0	.0	0	.0	0	.0	1	10.0	0	.0	1	10.0	9	90.0
Sierra College	2	0	.0	0	.0			0	.0	0	.0	0	.0	2	100.0
College of the Siskiyous	1	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	1	100.0
Skyline College	2	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	2	100.0
Solano Community College	2	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	2	100.0
Southwestern College	1	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	1	100.0
Taft College	1	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	1	100.0
Ventura College	3	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	3	100.0
Victor Valley Community College	3	0	.0	0	.0	0	.0	1	33.3	0	.0	1	33.3	2	66.7
Vista College															
West Hills College	4	0	.0	1	25.0	0	.0	1	25.0	0	.0	2	50.0	2	50.0
West Valley College	6	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	6	100.0
Yuba College	4	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	4	100.0

APPENDIX I

Table 5

California Community Colleges
Fall 1986 Staff Data
Hiring Rates by Gender for Full-time Faculty

Community College	Total Number of Hires	Male		Female	
		No.	%	No.	%
College of Alameda	2	2	100.0	0	.0
Allan Hancock College	4	4	100.0	0	.0
American River College	5	1	20.0	4	80.0
Antelope Valley College	7	3	42.9	4	57.1
Bakersfield College	5	2	40.0	3	60.0
Barstow College	1	1	100.0	0	.0
Butte College	3	2	66.7	1	33.3
Cabrillo College	14	4	28.6	10	71.4
Canada College	3	3	100.0	0	.0
College of the Canyons	3	2	66.7	1	33.3
Cerritos College	7	3	42.9	4	57.1
Cerro Coso Community College					
Chabot College	5	1	20.0	4	80.0
Chabot - Livermore	5	2	40.0	3	60.0
Chaffey College	7	5	71.4	2	28.6
Citrus College	3	2	66.7	1	33.3
Coastline Community College					
Columbia College					
Compton Community College	5	2	40.0	3	60.0
Contra Costa College	4	0	.0	4	100.0
Cosumnes River College	6	2	33.3	4	66.7
Crafton Hills College	2	0	.0	2	100.0
Cuesta College	2	1	50.0	1	50.0
Cuyamaca College	3	3	100.0	0	.0
Cypress College	10	4	40.0	6	60.0
DeAnza College	23	9	39.1	14	60.9
College of the Desert	5	3	60.0	2	40.0
Diablo Valley College	8	7	87.5	1	12.5
El Camino College	9	3	33.3	6	66.7
Evergreen Valley College	3	3	100.0	0	.0
Feather River College	1	1	100.0	0	.0
Foothill College	14	3	21.4	11	78.6
Fresno City College	2	1	50.0	1	50.0
Fullerton College	7	2	28.6	5	71.4
Gavilan College					
Glendale College	16	9	56.3	7	43.8
Golden West College	5	2	40.0	3	60.0

Table 5 (Continued)

Community College	Total Number of Hires	Male		Female	
		No.	%	No.	%
Grossmont College	4	2	50.0	2	50.0
Hartnell College	10	5	50.0	5	50.0
Imperial Valley College	4	2	50.0	2	50.0
Irvin Valley College	7	6	85.7	1	14.3
Kings River College					
Lake Tahoe College	1	0	.0	1	100.0
Laney College					
Lassen College	1	0	.0	1	100.0
Long Beach City College	16	9	56.3	7	43.8
Los Angeles East College	2	1	50.0	1	50.0
Los Angeles City College	5	2	40.0	3	60.0
Los Angeles Harbor College					
Los Angeles Mission College					
Los Angeles Pierce College	1	0	.0	1	100.0
Los Angeles Southwest College					
Los Angeles Trade/Tech.	1	0	.0	1	100.0
Los Angeles Valley College	3	2	66.7	1	33.3
Los Angeles West College	1	0	.0	1	100.0
Los Medanos College	5	2	40.0	3	60.0
Marin College	4	0	.0	4	100.0
Mendocino College	1	1	100.0	0	.0
Merced College	2	2	100.0	0	.0
Merritt College					
MiraCosta College	3	2	66.7	1	33.3
Mission College	14	3	21.4	11	78.6
Modesto Junior College	7	5	71.4		28.6
Monterey Peninsula College	5	3	60.0		40.0
Moorpark College	5	2	40.0		60.0
Mt. San Antonio College	11	5	45.5		54.5
Mt. San Jacinto College	5	5	100.0		.0
Napa Valley College	6	3	50.0		50.0
North Orange Adult	2	1	50.0		50.0
Ohlone College	7	2	28.6		71.4
Orange Coast College	11	4	36.4		63.6
Oxnard College	7	5	71.4		28.6
Palomar College	8	4	50.0		50.0
Palo Verde College					
Pasadena City College	12	5	41.7		58.3
Porterville College	1	1	100.0		.0
Rancho Santiago College					
Rancho Santiago CE					
College of the Redwoods					

Table 5 (Continued)

Community College	Total Number of Hires	Male		Female	
		No.	%	No.	%
Rio Hondo College	4	2	50.0		50.0
Riverside Community College	19	14	73.7		26.3
Sacramento City College	4	2	50.0		50.0
Saddleback College	10	5	50.0		50.0
San Bernardino Valley	5	4	80.0		20.0
San Diego Adult					
San Diego City College	3	1	33.3		66.7
San Diego Mesa College	12	6	50.0		50.0
San Diego Miramar College					
San Francisco City College	17	7	41.2	10	58.8
San Francisco Centers	14	6	42.9		57.1
San Joaquin Delta College	9	7	77.8		22.2
San Jose City College	5	3	60.0		40.0
College of San Mateo	3	1	33.3		66.7
Santa Barbara City College	10	6	60.0		40.0
Santa Monica College	16	9	56.3		43.8
Santa Rosa Junior College	20	12	60.0		40.0
College of the Sequoias	6	2	33.3		66.7
Shasta College	10	8	80.0		20.0
Sierra College	2	1	50.0		50.0
College of the Siskiyous	1	1	100.0		.0
Skyline College	2	1	50.0		50.0
Solano College	2	1	50.0		50.0
Southwestern College	1	0	.0		100.0
Taft College	1	1	100.0		.0
Ventura College	3	2	66.7		33.3
Victor Valley College	3	2	66.7		33.3
Vista					
West Hills	4	3	75.0		25.0
West Valley	6	2	33.3		66.7
Yuba	4	2	50.0		50.0
SDACE	3	2	66.7		33.3
SDMEP	12	7	58.3		41.7

APPENDIX J

**Recommendations Toward Strengthening Affirmative Action Programs and
Practices in the California Community Colleges, Prepared by the
Ad Hoc Affirmative Action Committee**

Affirmative Action In California Community Colleges

Recommendations toward Strengthening Affirmative Action Programs and Practices

Introduction

Since the inception of Executive Order 11246, the policies, processes and practices inherent to Affirmative Action have provoked sensitive challenges regarding equity and equality within the community college system. Dr. Joshua Smith, Chancellor - California Community Colleges, recently convened an ad hoc committee whose assigned task was to provide a series of recommendations which, if implemented, would significantly improve and enhance affirmative action in California's 106 community colleges. The committee was structured to bring together the thoughts, insights and recommendations of a spectrum of concerned, experienced professionals in Affirmative Action and personnel practices. Sponsored by a contract to Monterey Peninsula College, the Ad Hoc Affirmative Action Committee members were:

Lester Johnson, Chair. Monterey Peninsula Community College District
Manuel B. Frias, Member. Coast Community College District
Benita Haley, Member. Santa Monica Community College District
Nancy Kast, Member. State Center Community College District
Rodney Patterson, Member. Los Angeles Community College District
Jose Perales, Member. Napa Valley Community College District
Maria Sheehan, Member. Saddleback Community College District
Samuel A. Ferguson, Contract Officer. Monterey Peninsula Community College District

The contributions of each committee member in the preparation and presentation of this report are acknowledged and deeply appreciated.

Primary Concepts

Although the thoughts and opinions of each individual committee member may vary as to how and when the precepts and principles of Affirmative Action will be realized fully, the committee is unanimous in its belief that aggressive, results-oriented Affirmative Action policies and programs are essential to the continued vitality and viability of our community colleges. Whether initiated by the Chancellor's Office or by local community college districts, successful Affirmative Action programs and policies must address three definitive administrative areas; (1) Organizational Responsibility and Responsiveness, (2) District Accountability for Internal Programs, and (3) District Accountability for External Support Services.

Ten recommendations, prepared after hours of committee discussion and deliberation, are listed which incorporate the overall findings and conclusions presented by (1) several symposia recently convened to assess the status and continuing need for Affirmative Action within these institutions and (2) the February 1987 report from the Chancellor's Office entitled Affirmative Action in California Community Colleges which provided empirical staffing data. The recommendations are organized and prioritized in accordance with the established principle that successful Affirmative Action programs

will occur only when executive leadership, i.e., governing boards and organizational managers, demonstrate a firm belief in, a strong commitment to and aggressive implementation of Affirmative Action, its principles, policies and practices.

Recommendations

I. Organizational Responsibility and Responsiveness

A. Administrative Authority and Accountability.

The Chancellor and each community college district, utilizing a definitive staffing formula(s), e.g., FTE ratio, ADA, etc., shall create and activate an Affirmative Action Officer position(s) and an Affirmative Action Office, staffed by an experienced Affirmative Action professional(s).

The Affirmative Action Officer, supported by categorical funding and matching district funds (percentage to be determined), shall report to the Chief Executive Officer (CEO) all matters pertaining to Affirmative Action, Equal Opportunity, Gender Equity, Title IX, and AB 803. The Affirmative Action Officer shall provide leadership in the development, implementation, and monitoring of the district's affirmative action program(s), policies and/or related processes and procedures. Other duties should include (1) overall responsibility for the receipt and dissemination of all existing and new regulations governing related state and federal mandates, and (2) the preparation and presentation of the district's annual report on and reaffirmation to the mission and goals of Affirmative Action.

B. Technical Assistance and Liaison

The Chancellor, in coordination with the 70 community college districts, shall establish, articulate, and distribute minimum standards designed to assist district compliance relative to Affirmative Action.

In accordance with federal and state mandates, a series of standards shall be developed and established by the Chancellor in coordination and in conjunction with representation from the community colleges. These standards, when adopted, shall meet or fulfill the minimum tenets of these statutes relative to "results orientation" and "good faith efforts". It is anticipated that a model program shall be established initially within the Chancellor's Office, which shall provide guidance for the districts' affirmative action efforts. Technical assistance regarding qualitative issues, i.e., program philosophy, etc., and quantitative issues, i.e., goals/timetables, etc., shall be available to assist those districts requesting such support from the Chancellor's Office.

C. Compliance/Accountability Assessment

District progress and commitment to Affirmative Action shall be assessed based upon positive results and "good faith efforts" achieved in relation to the established, minimum standards for Affirmative Action and the district's approved Affirmative Action Program.

A district/college "affirmative action audit" process, comparable to that designated as a "management audit", shall be established by the Chancellor and used to assess the degrees of compliance. Given the cooperation and support of the Accreditation Commission, affirmative action progress or "best faith efforts" toward compliance should be included in the self-study and evaluation process. Remedies supporting quality affirmative action effort shall be recommended in accordance with delineated needs. Where meager or no definitive effort toward affirmative action compliance is noted, the governing board and CEO shall be listed as the accountable entities. Progressive sanctions shall be established by the Chancellor and applied to those districts demonstrating a resistance to compliance and/or recommendations for improvement to encourage timely response and program concurrence.

D. Resources Allocation

Affirmative Action programs, as required by state mandates and as an integral part of personnel management, shall be funded on a state-mandated, district match basis as a defined percentage of budgeted personnel costs.

A percentage formula, based upon direct personnel costs, shall be employed to identify and establish categorical funding for Affirmative Action. Within the state's funding and the districts' budgeting processes, a line item account shall be included for the implementation of current and future Board of Governors' policies on Affirmative Action. Sufficient funds shall be allocated to initiate and monitor those recommendations presented in this report which are approved and authorized by the Board of Governors.

II. District Accountability - Internal Programs

A. Operational Training: Affirmative Action Concepts and Practices

A program of in-service training for trustees, administrators, faculty and staff shall be instituted by the Chancellor and each community college district. This program shall stress the establishment and implementation of federal and state (Chancellor's Office) Affirmative Action standards and related goals and timetables.

The emerging participation of faculty and staff in the hiring process and in recommending tenure, necessitates staff awareness of and sensitivity to the principles and concepts of Affirmative Action. A defined training program stressing these precepts and the importance of compliance shall be instituted, thereby increasing administrative, faculty and staff awareness and facilitating district compliance. In addition to adherence to established minimum standards, districts shall be encouraged to strengthen these standards in relation to local community imperatives.

B. Staff and Program Awareness Training

Community College districts shall provide awareness training programs to increase the awareness of the Board, faculty, staff,

administration, and "on-campus" community concerning the cultural, societal, and perceptual diversity of affected populations.

Seminars, workshops, staff orientation sessions and other modes or methods of organizational communication shall be employed to assess instructional program objectives, staff/faculty attitudes and learning expectations, and instructional methodologies/modalities which are governed by Affirmative Action concepts and compliance. Informational programs and materials developed to improve and enhance an awareness of and appreciation for cultural and perceptual diversity shall be prepared and distributed to all district, "on campus" constituencies. Conducive learning and working environments, emphasizing student and staff achievements and successes, shall be instituted as prescribed by communication "feedback" analyses.

C. "Upward Mobility" and Staff Retention.

The Chancellor, in coordination with district administrators, shall institute and monitor district programs which foster "upward mobility" and internship opportunities for existing staff.

The Chancellor, in coordination with the 70 districts, shall establish a promotional policy and/or program which will encourage and support "upward mobility" opportunities for existing, qualified staff. These programs shall be responsive to defined district and staff needs, and shall seek to remedy appropriate affected class inequities or deficiencies. The program should provide for the utilization of "career change" counseling, management internships, adjunct (part time) faculty assignments, and staff exchange opportunities for promising staff, as needed. Demonstrated commitment to and implementation of these programs could have reciprocal rewards for both the institution and its staff.

III. District Accountability - External Support Services

A. Affirmative Action Marketing Strategies

The Chancellor and the community college districts shall prepare an annual report identifying Affirmative Action progress and the enhancement of opportunities for affected groups.

As established by the Legislature, an annual report on Affirmative Action in California's community colleges and the Chancellor's Office will be prepared and distributed. These reports shall be forwarded to those local community agencies, organizations, and/or individuals who support Affirmative Action and Equal Opportunity activities to encourage their support and assistance in meeting stated district goals. In addition, it is recommended that advisory Affirmative Action committee(s) be formed by the districts, including within their membership representatives from community organizations that foster Affirmative Action principles, and have resources which could assist the Chancellor and the districts in achieving their affirmative action goals. Other innovative processes/procedures which promulgate public awareness of the district's efforts in supporting Affirmative Action should be explored and adopted.

B. Administrative, Faculty and Staff Recruitment Efforts

The Chancellor, in coordination with UC, CSUC, and the community college districts, shall participate in the development and distribution an Affected Class Registry.

The Board of Governors shall request the California Post Secondary Commission to authorize and support funding for the development and distribution of an Affected Class Registry. Using data obtained from the existing and prospective employee pool (given employee approval), the Chancellor, in coordination and cooperation with the other two public postsecondary education institutions, shall contribute and participate in the development of this Registry. Recent graduates from these institutions will be encouraged to contribute to the Registry. This information network will be of value in the identification and notification of qualified, experienced affected class members who are interested in employment opportunities, and who are well-suited to respond to stated staffing needs.

C. District Affirmative Action Services

Community colleges districts shall publish and disseminate their Affirmative Action Program and annual report, defining established principles and describing existing practices.

Each community college district shall be required to make available to interested parties a copy of their current Affirmative Action Program and annual report. The major focus of this recommendation will be to foster greater awareness and understanding regarding the legal and moral mandates of Affirmative Action. The delineation of federal and state guidelines governing these principles and the dissemination of this information to community organizations and local businesses and industries should prove beneficial to the community and the district. It is anticipated that this program, plus the district's demonstrated commitment, will provide a clearer understanding of and greater support for Affirmative Action within the community and enhance the district's public image.

Conclusions

An assessment of the status of affirmative action within California's 106 community colleges indicates the need for active, results-oriented, definitive programs, policies and practices still exists. Although staff utilization for affected classes in technical, skilled and service employee classes suggests a measure of improvement, the data indicated those employment categories designated as executive, faculty and other professional areas are deficient. The "professional aging processes" within the ranks of community college administrators, faculty and staff currently affords these institutions an excellent opportunity to respond positively to these deficits. If the challenge of equity and equality within the ranks of community colleges is to be met, the following efforts must be activated:

- A. A firm acceptance of and commitment to Affirmative Action must be demonstrated by the Board of Governors, the Chancellor's Office and the community college districts. Technical assistance and support must be provided to facilitate district awareness and implementation of Affirmative Action standards established through mutual coordination and cooperation.
- B. Affirmative Action programs and services must be funded sufficiently and categorically to assure and facilitate the ability of

districts to respond to this need. The Legislature must provide those funds required to implement fully the recommendations contained within that are approved by the Board of Governors, thereby assuring a measure of compliance and accountability.

C. Community college districts must invite and incorporate the support and assistance of responsive community organizations in their efforts to fulfill the letter and spirit of Affirmative Action. Such support will be proportional to the willingness of local districts to share openly and honestly with their communities the responsibility for Affirmative Action programs and planned progress.

Samuel A. Ferguson
December 7, 1987

Supporting Documents

1. POLICY STATEMENT ON THE ENROLLMENT, RETENTION, AND TRANSFER OF MINORITY STUDENTS. Board of Governors, California Community Colleges
Adopted - July, 1986.
2. THE DEMOGRAPHIC IMPERATIVE: RESPONDING TO NEW STUDENTS IN POSTSECONDARY EDUCATION. Laura Rendon. Keynote Address for Symposium - Affirmative Action at the Crossroads: A Manifesto for Change. San Jose, September 1986.
3. RECOMMENDATIONS FOR ACTION FROM THE STATEWIDE INVITATIONAL SYMPOSIUM ON THE ENROLLMENT, RETENTION, AND TRANSFER OF MINORITY STUDENTS. Sponsored by the Board of Governors California Community Colleges
4. EQUITY AND EXCELLENCE: A PROMISE TO THE NEW MAJORITY. Sponsored by the Board of Governors California Community Colleges and the Extended Opportunity Programs and Services. Sacramento, October 1986